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PERSPECTIVE PLAN

2003 - 2007

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NCTE

NATIONAL COUNCIL FOR TEACHER EDUCATION
INDIRA GANDHI INDOOR STADIUM, I.P. ESTATE
NEW DELHI - 110 002

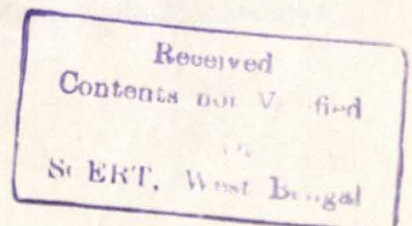
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PERSPECTIVE PLAN 2003-2007



NATIONAL COUNCIL FOR TEACHER EDUCATION
Indira Gandhi Indoor Stadium, I.P. Estate
New Delhi - 110 002



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PREFACE

The perspective plan of the NCTE for 2003-2007 is a road map giving direction and markers for guiding its programmes and activities for its forward march on the journey for achieving the goal of planned and coordinated development of teacher education in the country that it had commenced on the 17th August 1995. NCTE in its first eight years has created significant impact on the teacher education system and the quality of pre-service teacher education programmes. The instruments that it deployed were framing of regulations, formulation of the curriculum framework for teacher education, development of resource materials, electronic publications such as CD-ROM and website, advocacy campaigns by organising seminars and conferences and providing fund support to experts and organisations for carrying out field based activities on teacher education.

Teacher education has to change itself in response to the changing context of teaching and learning and for enabling effective implementation of the policy decisions of the State. The Parliament through amendment of the Constitution has made elementary education a fundamental right and sending each child to school a fundamental duty of the parents, and brought education of children up to six years of age under the Directive Principles. In this context role of the NCTE in creating an effective teacher education system has assumed special significance.

In the 10th Plan Central Scheme on Teacher Education, it has been estimated that the country will need additional 4,58,000 primary school teachers and additional 6,08,857 upper primary school teachers. Therefore, the requirements of the professionally qualified teachers have to be met by increasing opportunities of pre-service elementary education based on manpower planning of teachers for each State/Union Territory. For improving the quality of teacher education, the curriculum of pre-service programmes has to be renewed for making it relevant to the objectives of education and

the directions contained in the Constitution. Above all, professional competence of teacher educators will have to be developed through in-service programmes and by introducing different M.Ed. courses with focus on pre-service education of stage-specific school education. It is planned to institute a National Eligibility Test for Teacher Educators based on skills and competencies required for the teaching profession.

The time has come for NCTE to assume its apex role as the principal organisation in the country responsible for holistic development of teacher education and its quality. Also, the MHRD has envisaged that NCTE will play a vital role in the implementation of its 10th Plan scheme on teacher education.

The perspective plan of NCTE for 2003-2007 has been prepared in the above mentioned context. It would not be out of place to stress that for enabling NCTE to discharge its responsibilities effectively, the Government may like to accept the recommendations of the Kaul Committee that the NCTE needs to be urgently strengthened by providing to it additional manpower at its Headquarters and Regional Offices.

The vision of the NCTE is to create the world's largest network of teacher education institutions by using information and communication technologies. The network of 3000 and more teacher education institutions will become a powerful system for education of teachers and their professional development. It is expected that this Perspective Plan of the NCTE will provide the blueprint of programmes and activities for the qualitative development of teacher education in the period 2003-2007.

NEW DELHI
February 20, 2003

A. N. Maheshwari

A.N. MAHESHWARI

Chairperson

National Council for Teacher Education

1. INTRODUCTION

1.1 Establishment of NCTE

The National Council for Teacher Education (NCTE) was established in 1995 as a statutory body in teacher education by an Act (No. 73 of 1993) of Parliament, with a view to achieve planned and co-ordinated development of the teacher education system throughout the country, the regulations and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

1.2 Objectives and Functions of NCTE

- A. Broad functions of the NCTE, as under section 12, of the Act are listed below :-
- a) undertake surveys and studies relating to various aspects of teacher education and publish the results thereof;
 - b) make recommendations to the Central and State Governments, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education;
 - c) co-ordinate and monitor teacher education and its development in the country;
 - d) lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions;
 - e) lay down norms for any specified category of courses or training in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum;

- f) lay down guidelines for compliance by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualifications;
- g) lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;
- h) lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions;
- i) promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;
- j) examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institutions;
- k) evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognised institutions;
- l) formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes;
- m) take all necessary steps to prevent commercialisation of teacher education; and
- n) perform such other functions as may be entrusted to it by the Central Government.

B. Pursuant to the objectives and the functions as envisaged in the Act,

NCTE:

- a) performs regulatory functions for ensuring rational and planned development of teacher education at various levels of education and for different areas and channels of education. This is mainly to ensure minimum standards in respect of

provision of required conditions to offer teacher education programmes and availability of proper structural support system for conducting them effectively;

- b) facilitates research and promotion of innovations and innovative programmes in teacher education for creating an authentic knowledge base, which can facilitate fuller understanding of the nature of teacher education and its complexities, formulates appropriate teacher education programmes and institutional structures for their effective transaction, organisation; and
- c) plays proactive role in knowledge generation in teacher education, and determines necessary conditions for organising teacher education programmes effectively through country-wide advanced level national discourse by organizing seminars and workshops and interaction with bodies both government as well as non-government responsible for policy formulations on Teacher Education and its development.

1.3 Programmes and Activities of NCTE

Programmes and activities of NCTE from its inception have been for fulfilling its mandate. The major tasks accomplished by the NCTE to date are listed under broad headings at Annexure-I.

1.4 The Perspective Plan Vision

Education and teacher education reflect the emerging new concerns related to the changing social, political and economic contexts and these need to be addressed systematically.

The perspective plan of teacher education for the next five years is an agenda for realisation of the Vision for Education for a Knowledge Society. This approach paper provides a road-map for the attainment of that vision during the period 2003-2007.

Various tasks that need to be taken up and accomplished enroute the attainment of this Vision are briefly described in Section 2.0.

2. TASKS PLANNED TO BE CARRIED OUT BY NCTE IN THE NEXT FIVE YEARS

2.1 Determination and Review of Norms and Standards

For the determination and review of norms and standards for quality improvement of teacher education programmes using the instrument of assessment and accreditation of the recognised teacher education institutions (face-to-face, distance education mode), NCTE has evolved a system of self-appraisal for its recognised institutions. Analysis of annual self-appraisal performance reports received from the recognized institutions helps in revealing the ground realities of implementation of the conditions of recognition and findings are valuable input for making the norms and standards realistic and an effective instrument for raising the quality of teacher education. All the same, it was felt that a system of rating recognized teacher education institutions by an independent autonomous body would bring credibility in the assessment of performance of the institutions and would be helpful in raising the quality of the programmes.

Professional bodies such as those of medicine, engineering, architecture etc. have institutionalized assessment and accreditation of institutions running their programmes, and also a system of licensing for practising their profession. Teaching is a profession and teacher is a professional. Therefore, NCTE realised that a system of assessment and accreditation of its recognized teacher education institutions by an autonomous body such as the NAAC could be made an effective instrument for raising the quality of teacher education programmes and for enabling institutions in using their physical and instructional infrastructure optimally and professionally. In this context, on 16th August, 2002, the National Council for Teacher Education (NCTE) and the National Assessment and Accreditation Council (NAAC) signed an MOU

(Annexure II) for achieving professional objectives of teacher education through a system of assessment and accreditation. As follow up activities to the MOU, the NCTE and the NAAC developed a Manual for self-assessment of teacher education institutions. Such assessment by NAAC will be made once in every five years.

As a part of assessment and accreditation procedure, institutions will carry out strength, weakness, opportunity and threat (SWOT) analysis, and introduce such changes in their functioning as will make their programmes more attractive to their students and to the potential employers of their alumni. The norms and standards evolve with strengthening of the capacity of the system and commitment for improving the quality of the programme, which will be revealed by the system of assessment and accreditation. It is, in this context, that it will be used by NCTE as an instrument for updating realistically the norms and standards for teacher education programmes and particularly in facilitating the following tasks:

- a) Follow up activities as per the MOU between NCTE and NAAC.
- b) Facilitate NAAC in carrying out assessment and accreditation of 10% of recognised institutions each year making analysis of the findings and their incorporation in the norms and standards

Necessary instructions (Annexure IIa) have been issued to Teacher Education Institutions in the country to get themselves accredited as per guidelines evolved. NCTE will frame appropriate Regulations to the effect that enhancement in intake and expansion of teacher education programmes by a teacher education institution is directly linked with the assessment of its capacity as revealed in the ranking given by the NAAC system. In case of consistently low ranking by NAAC, the institution may be considered for withdrawal of recognition.

NCTE will encourage institutions running B.Ed programme ranked high in the NAAC assessment to start D.Ed programmes.

States which have a deficit of elementary teachers will be advised to conduct bridge courses for enabling B.Ed degree holders to acquire competencies and skills for teaching in primary schools. To clear the backlog of teacher vacancies, a suitable one time solution, by way of bridge courses may also be considered in consultation with the concerned States.

NCTE will make efforts to facilitate the States to start one year Early Childhood Care and Education (ECCE) course in institutions recognised for running pre-service programmes for elementary teacher education.

2.2 Manpower Planning and Teacher Education Surveys.

Flowing from the broad mandate of NCTE, it is necessary for NCTE to ensure that there is no imbalance between the supply of trained teachers and their demand in the school system. Keeping this in view, NCTE has prescribed in the Regulations the requirement of 'No Objection Certificate' (NOC) to be accompanied with each application submitted for grant of recognition. Simultaneously, NCTE has also issued a set of guidelines to be followed by the State Govts. while issuing the NOC. These guidelines require the State/UT Govts. to issue NOCs keeping in view the overall perspective of situation prevailing in the State/UT with particular reference to manpower requirement in teacher education. Of late, a tendency has been noticed of NOCs being issued without reference to the needs of particular category of teachers. It has also come to notice that while the trend is in favour of setting more number of B.Ed. institutions, the demand for setting up of elementary level teacher training institutions is on decline leading to shortage of primary/elementary teachers.

The Hon'ble Supreme Court in a recent judgement, delivered on 7th February, 2002, has upheld the constitutional validity of requirement of NOC to be issued by the State Govt. keeping in view the guidelines issued by NCTE. The Hon'ble Supreme Court has also desired that NCTE should prescribe in the Regulation itself the time-frame within which the State Govt. should issue the NOC. Action has been initiated to have a comprehensive regulation laying down the guidelines to be followed by State Govts. while issuing NOC. The guidelines to be issued in the shape of a Regulation will have focus on manpower requirement in respect of the teacher training course for which NOC is being issued.

Apart from the requirement of NOC by the State Govt., it has been considered necessary that NCTE undertakes such manpower assessment on its own so that it is in a position to have constructive dialogue with the State Govts. in regard to the need for starting new teacher training institution. Accordingly, in order to have adequate information about the manpower needs in different States, NCTE has since initiated an exercise through SCERTs for compilation of data relating to positioning in regard to unemployment of different categories of teachers, supply of teachers from the existing teacher education institutions and the demand for recruitment every year. While the above study will give state specific scenario in regard to manpower requirement, NCTE has initiated an in-house exercise for assessment at the macro level in regard to requirement of primary and middle school teachers taking into account the available data in Selected Educational Statistics 2000-2001 brought out by the Ministry of Human Resource Development and the projection regarding additional demand for teachers during the 10th Plan as given in the Working Group Report on Elementary and Adult Education for the 10th Five Year Plan. Taking into account the number of existing teachers at primary and upper primary level, attrition @ 3% per annum on account of retirement etc., additional

demand for teachers during the 10th Five Year Plan and the supply of trained teachers from the existing teacher education institutions, the net demand for primary/upper primary teachers during the 10th plan period would work out to about 7.94 lakhs (Annexure III). While these calculations give a macro level scenario, there may be state level variations which need to be calculated separately. This task will be a major thrust in the project taken up through the SCERTs, which is expected to be completed in the next six months and so.

The task, in brief, shall involve:

- a) Undertaking NCTE Project on manpower planning of teachers through SCERTs; and
- b) Updating of State Reports on Teacher Education.

NCTE will identify an appropriate nodal agency to coordinate this task. The report / information received from the States will be analysed and consolidated by the nodal agency for working out the estimates to be used for planning purpose.

2.3 Curriculum Renewal

The latest curriculum framework for teacher education programmes was brought out by the NCTE in 1998, after it had received the statutory status. This curriculum framework dealt with all stages of teacher education and programmes meant for the preparation of personnel for different sectors of education. However, preparation of detailed course outlines in respect of different components of various programmes was not taken up at the level of NCTE. It was felt that the universities and institutions like SCERTs shall take up this task at their level.

After the publication of the Teacher Education framework in 1998, several developments have taken place at the national and

international levels, particularly in the field of school education. The publication of National Curriculum Framework for School Education in 2000 and the conceptualization and implementation of the Sarva Shiksha Abhiyan (SSA) are two such developments as are bound to place additional and different types of demands on the system of teacher education. To ensure relevance and responsiveness of the teacher education system to the demands of school education on a continuing basis, it is imperative to review and update teacher education curricula periodically at regular intervals. There is no hard and fast rule regarding the periodicity or duration of a curriculum cycle. However, a period of 5-7 years appears to be quite reasonable to ensure continuity on the one hand and to remain responsive to the changing realities on the other. In view of the significant developments in school education mentioned above, review of the NCTE curriculum framework of 1998 has become necessary.

The type of feedback available with regard to the implementation of various recommendations of the 1998 framework is another but equally important reason for initiating the curriculum renewal exercise or at least an exercise leading to mid-course correction. For example, the framework recommended enhancement in the duration of the secondary teacher education programme (B.Ed.) from one year to two years. The recommended programme has been implemented in the Regional Institutes of Education of NCERT and one or two other places only. The remaining more than eight hundred secondary teacher education institutions are continuing with the one year B.Ed. programme as they are not in a position to switch over to two year programme on account of several factors. Regarding elementary teacher education programme, there is general perception in the country that senior secondary pass students are not adequately equipped to handle upper primary classes. The committee appointed by the Government of India to review the functioning of NCTE has raised the question of the duration of the elementary teacher education

programme. It is often pointed out that if secondary school teachers can be prepared in one year, why teachers for primary or elementary schools cannot be prepared in one year. It is further pointed out that the content of elementary and secondary teacher education in different States is almost identical and therefore does not take into account the specific demands of elementary and secondary stages of school education or difference in the educational background of the students enrolled in the two programmes. The oft-repeated articulation of these and many other similar questions at different forums has necessitated re-appraisal and renewal of the existing curricular formulations with regard to different teacher education programmes and all other matters having a bearing on the preparation of teachers and teacher educators.

In the light of what is mentioned above, it is imperative for the NCTE to not only initiate the curriculum re-appraisal and renewal exercise but to complete it in a pre-specified time frame. Moreover, the entire exercise is proposed to be taken up as a complete package comprising preparation of a curriculum policy (framework), model syllabi and resource materials for the use of student teachers and teacher educators. As part of curriculum renewal NCTE has included in the approach papers a component of compulsory internship programme prior to award of degree / diploma. The following shall be the important milestones in the exercise of curriculum renewal:

a) *Preparation of an Approach Paper*

To initiate a nation-wide debate on teacher education curriculum draft approach papers dealing with elementary teacher education (Annexure IV) and secondary teacher education (Annexure V) have been prepared. In these approach papers, issues relating to objectives, content and process and different models of various teacher education programmes have been raised for discussion.

b) *Organization of Seminars for Consultation with Experts on Curriculum Revision*

A series of consultation meetings and seminars are proposed to be organized to deliberate on the issues highlighted in the approach papers in each region. At least two seminars will be organized. The teacher education experts and teacher educators from the universities, colleges of education, SCERTs, DIETs, Elementary Teacher Education Institutes, Non-Government Organizations, Research & Development institutions shall be invited to participate in the seminars.

c) *Preparation of Draft Curriculum Framework*

A Task Force or Working Group will be constituted to develop the draft curriculum framework for further discussion. The draft shall obviously reflect the consensus that would emerge during the deliberations at the regional seminars.

d) *Finalization of the Curriculum Framework*

The draft curriculum framework shall be presented for discussion at one or two national level consultation seminars to be attended by Deans of education faculties in universities, Directors of SCERTs and teacher education experts. After the seminars, the Task Force shall finalize the framework by utilizing the inputs received from the national seminars.

e) *Development of Model Syllabi*

A number of working groups for drafting course outlines in different theory papers and content-cum-methodology courses shall be constituted separately for secondary teacher education and elementary teacher education programmes. It is estimated that

about twenty groups, each comprising 4-5 members, shall have to be constituted to draft the course outlines. After preparing the draft, each group shall meet in a workshop or seminar to discuss and finalize the course outlines.

f) *Preparation of Textual Material*

The non-availability of suitable reading material for student teachers and teacher educators is often articulated as one of the major weaknesses of our teacher education system. The student teachers generally use textbooks written by individual authors and published by private publishers. These books often reproduce the subject matter from the books of foreign authors. It is proposed to produce textual material of good quality on a large number of themes relevant to the emerging roles of teachers in the context of present day reality of Indian schools. It will prove useful for teacher educators and also for textbook authors. Experts in different aspects of teacher education shall be commissioned to prepare textual material on specific themes.

g) *Management of Curriculum Change*

To ensure smooth transition from the existing to the new curriculum, an effective strategy for the management of curriculum change is essentially required. Such a strategy will necessitate proper orientation of the curriculum developers at different levels to the new curricular guidelines and details. This shall generate necessary climate for the acceptability of the new curriculum in different parts of the country. More specifically, the following measures would be taken to accelerate the process of curriculum change in the country :

(i) *Advocacy Seminars*

To facilitate implementation of the curriculum framework in the states, a series of seminars shall be organized in all the states with experts and officers responsible for the formulation of policies and teacher education curricula at different levels. At least one seminar shall be organized in each State with the help of experts who shall attend a national level consultation meeting before the organization of State level seminars.

(ii) *In-service Education of Teacher Educators*

To realize the objectives of curriculum, it is essential to adequately equip the personnel responsible for its implementation. It is proposed to prepare and implement an elaborate plan for the orientation of all elementary and secondary teacher educators. Each teacher educator shall be provided two types of orientation, that is, general orientation to the thrust areas and conceptual basis of the new curriculum, and specific orientation in the area of his specialization. A two-tier strategy shall be adopted to provide orientation to all teacher educators in a fixed time-frame. A detailed action plan for providing in-service education to all teacher educators and for the preparation of training material shall be prepared separately.

(iii) *Monitoring and Implementation of Curriculum*
If required, the universities and SCERTs shall be provided academic support for the

adaptation of the model syllabi. To take stock of the progress in the implementation of the new curriculum, and for the exchange of experiences, review meetings/seminars shall be organized periodically at the state or regional levels.

The activities mentioned above are not sequential in nature as many of them can be organized simultaneously.

Time-Frame

It is proposed to observe the following time-frame for carrying out different activities :

Finalization of Approach Papers	July-August, 2003
Regional Seminars	August-Sept., 2003
Preparation of Draft Curriculum Framework	Oct-Nov., 2003
National Seminars for the consideration of Draft Curriculum Framework for Elementary and Secondary Teacher Education	Nov.-Dec., 2003
Finalization of the Curriculum Framework	Jan, 2004
Preparation and finalization of model syllabi by the task forces with the help of experts	Feb.-April, 2004
Organization of Advocacy Seminars	April-August, 2004
Preparation of Textual Materials	May, 2004 - March, 2007
Preparation of Self instructional materials for in-service education of teacher educators (elementary and secondary)	May, 2004 - April, 2005
In-service education of teacher educators at the State level	May, 2005 - March, 2007

2.4 Development of Resource Materials

In addition to the planned and coordinated development of Teacher Education, NCTE also continuously strives for improvement in its quality. NCTE has taken the first step in this direction by laying down norms and standards in respect of various inputs required for running a teacher education programme. But this is not sufficient in itself as the quality of a programme depends on the effectiveness of the process of its transaction. From its inception, NCTE has taken measures to influence the process of programme delivery in teacher education institutions. For example, as a follow up of the National Curriculum Framework for Quality Teacher Education (1998), it prepared guidelines for curriculum transaction at the elementary and secondary teacher education stages, and published resource materials for the use and reference of teacher educators.

During the initial period of NCTE, an elaborate exercise tracing historical development of teacher education in India, particularly, during post-independence period was carried out with the help of experts in teacher education. While tracing the development, teacher education was examined in respect of its field needs that emerged from time to time. The outcome of this exercise was a publication entitled, "Policy Perspectives in Teacher Education : Critique and Documentation," brought out in 1998. In addition, the NCTE also brought out publications on indigenous educational thought such as 'Gandhi on Education', 'Sri Aurobindo on Education', 'Zakir Husain on Education' and 'Educational Ideas of Gijjubhai', a 'Handbook on Non-discrimination on the basis of Sex, Caste and Disability' in collaboration with the National Human Rights Commission and it has also produced model lesson plans on HIV/AIDS Education as component of Secondary Teacher Education in collaboration with UNESCO. Among others, Modules on Human Rights and National Values have also been published as resource material for Teacher Education.

To play a proactive role for the development of knowledge base in pedagogical process on the one hand and to provide quality resource material to the teacher educators and textbook writers on the other, NCTE would continue to plan and bring out such material in future also. One such exercise, which has already been initiated, aims at bringing the existing gap between theoretical knowledge as offered through foundational courses generally and the practices of education. As many as 30 pedagogical themes around teacher roles have been identified for the preparation of resource material for the use of teacher educators. These themes integrate theoretical inputs from cognate disciplines with the considerations arising from educational perspectives.

The system of governance in our country is democratic, socialistic and secular in nature, while individual freedom is generated in the form of fundamental rights. For organizing education with these tenets, an amalgamation of several ideas and thoughts is essential. It may, therefore, be necessary to include these ideas in teacher education curriculum and their relationship with policies in education and teacher education development. To meet this challenge, NCTE proposes to develop material relating to the concerns of education reflected in the Constitution of India and their implications for teacher education.

Identification of themes for the preparation of resource material has to be a continuous process. Some of the themes may have direct relevance to the units included in the syllabi of foundational courses in various programmes meant for the preparation of teachers and teacher educators. For example, materials on themes like 'Credit Based Evaluation', 'Training Technologies', 'Culture Specific Pedagogies', 'Pedagogical Analysis of the Curriculum of Different Subjects', 'Life Skills and Life Skills Education', etc. are likely to prove useful for teacher educators.

The materials on the following five themes are in the final stages:

- (i) What is Teaching?
- (ii) How does Learning Occur?
- (iii) How to Teach?
- (iv) Who Learns Better?
- (v) Knowing, How Much is Learnt?

On the other themes, the task of material preparation shall be carried out during 2003-2007.

NCTE shall also facilitate development of model textbooks in different theory courses, as part of the curriculum renewal exercise.

NCTE is expected to perform the clearing house functions for the dissemination of innovative practices relating to training technologies and programme delivery mechanisms from all over the world to the teacher education institutions, and also to provide a platform to the teachers and teacher educators to share their innovative ideas and practices with other members of the teaching community. One such platform provided by NCTE is in the form of magazine entitled, 'Teacher Support', which shall be continued and all efforts would be made to make it a Monthly.

The resource material shall be brought out in print and electronic media to facilitate teacher education institutions to use it both on-line and off-line.

2.5 Education of Teacher Educators

- a) Pre-service programme for education of teacher educators teaching pre-service courses at different stages of teacher education.

Education of teacher educators is a key input for quality improvement of teacher education. At present, two omnibus programmes for teacher educators are offered by universities viz., M.Ed. which is of one-year duration; and M.A. (Education) which is of two-year duration. A few universities offer a two-year M.Ed. (Part-Time) programme for in-service teachers. These programmes are not stage-specific and, therefore, teacher educators are not professionally equipped to transact elementary or secondary stage teacher education curricula as these should ideally be transacted. Absence of post-course-work internship results in teacher educators who have all necessary qualifications but have never worked as teacher in pre-primary, elementary or secondary schools. Consequently, transaction of teacher education curricula by these teacher educators is not informed by the peculiar problems, insights, abilities and skills that are essential for making stage-specific school education more functional, as well as more challenging for student teachers. It is because of these reasons that policy decisions related to use of learner-centred pedagogy and providing inclusive education in integrated/inclusive classroom settings have not been fully implemented.

The NCTE is convinced that unless teacher educators are well-versed in the theory and practice of child-centred pedagogy and inclusive education, they will not be able to ensure that students after completion of stage-specific teacher education programmes are professionally well-prepared to implement policy decisions related to these priorities. It has, therefore, already started a nation-wide dialogue with the Vice-Chancellors of all universities to launch stage-specific post-graduate programmes for teacher educators. Besides, an extended three to six months post-course-work internship

is absolutely essential for thorough grounding of prospective teacher educators in the ethos, practice and day-to-day routine of pre-primary, elementary and secondary stage school education.

The NCTE plans to take up this reform in education of teacher educators through a systematic set of programmes as listed below :

- Developing a draft Curriculum Framework for stage-specific pre-service education of teacher educators for all levels/grades;
- Finalization of the Curriculum Framework through regional seminars;
- Constituting two Task Forces for developing draft syllabi and curricula for stage-specific programmes for elementary and secondary stage teacher educators;
- Setting up Expert Committees for developing draft syllabi for various papers;
- First stage editing of the draft syllabi;
- State level seminars for discussion of and reactions to the draft syllabi;
- Revision of the draft syllabi and curricula on the basis of reactions collected in State level seminars.
- National-level Consultation Meet for finalization of the revised Draft Curricula and Syllabi;
- Finalization of the syllabi and curricula.

The North-Eastern States have only one university that offers just one post-graduate programme for education of teacher educators. The NCTE has already sent a proposal to MHRD to support the launch of stage-specific postgraduate teacher education programmes in all central universities in the region on priority basis with financial support from centrally-sponsored

schemes or SSA funds. It is hoped that these programmes would be started in the North-Eastern region in some universities in the session 2003-2004. NCTE will accordingly encourage introduction of M.Ed. courses, especially in States which do not have such facilities through UGC and write to the Education Secretaries concerned through the Department of Elementary Education and Literacy.

- b) Conduct of nation-wide eligibility test for teacher educators for different stages of pre-service teacher education.

The UGC conducts National Eligibility Test (NET) as one of the essential qualifications for the appointment of teachers in colleges and universities. It conducts separate NET in major subject disciplines including education. The NET in Education assesses knowledge of concepts and level of their understanding required for teaching courses in education and for pursuing research in the discipline of education.

Teacher education is a professional course. Competencies required for teaching pre-service courses for education of teachers for different stages of school education are different and task related. Regulations on the qualifications for teaching in teacher education institutions have made M.Ed. degree an essential professional qualification. For raising the quality of pre-service courses, it is necessary that persons, in addition to possessing the M.Ed. Degree, should demonstrate that they possess competencies and professional knowledge required for teaching the concerned stage specific pre-service course.

- (c) Incorporation of NCTE Eligibility Test for Teacher Educators (ETTE) and teaching experience at relevant school stage in the regulations on qualifications for appointment of teacher educators.

In such a context, NCTE will conduct National Eligibility Test for Teacher Educators. The NCTE test will ensure that teacher education institutions appoint only those candidates who possess academic and professional qualifications as given in the Regulations and also have cleared the NCTE eligibility test.

2.6 Co-ordination of programmes for capacity building of teacher educators

Capacity building of teacher educators needs to be supported systematically so that they can take responsibility for their professional development and also provide support to capacity building of the faculty in other teacher education institutions. The NCTE plans to support capacity building and professional development of teacher educators through :

- a) scheme of fellowships;
- b) systematic support to research in capacity building and professional development;
- c) in-service teacher education programmes for teacher educators; and
- d) dissemination of resource materials and organization of INSET programmes and seminars.

It is hoped that this four-pronged strategy will not only help achieve capacity building of teacher educators but also ensure quality improvement of teacher education programmes for various stages of school education.

2.7 Research in Teacher Education

Research is directly connected with problem-solving, knowledge generation, and knowledge-validation. The knowledge-base for teacher education including values should largely be rooted in the



cultural and socio-political contexts of teacher education in India. This can be ensured only through systematically planned and coordinated set of research activities and programmes that emanate from and are monitored nodally by the NCTE. It is planned that systematic support to research activities in teacher education will be organized during the 10th Plan period by :

- (a) commissioning of research in priority areas of teacher education and incorporating the research findings wherever possible in state-specific curricula of teacher education;
- (b) collation of research abstracts based on published research papers in various journals; and
- (c) instituting research fellowships in the field of teacher education and awarding these to distinguished educational researchers across the country. The NCTE proposes to offer five research fellowships to Readers and Lecturers in Selection Grade and five junior research fellowships, the latter would be on the pattern of the UGC scheme of JRFs.

The NCTE plans to constitute an Expert Committee so that priority areas for research in teacher education can be determined and shared with educational researchers across the country through state level seminars.

2.8 Implementation of the 10th Plan Centrally Sponsored Scheme on Restructuring and Reorganisation of Teacher Education

- a) *Co-ordination of Activities for implementation of Centrally Sponsored Scheme on Teacher Education under the 10th Plan (Culled from Recommendations of the Working Group on the 10th Plan).*

As per the recommendations of the Working Group, support to States for Teacher Education will be provided on the following principles :

- (i) Central funding for Teacher Education will be based on plans formulated by States as per actual need. In other words, each state would be expected to prepare a comprehensive plan for teacher education, delineating clearly its needs and priorities. This plan would then be scrutinized, possible modification made with the agreement of the state and then funded. The recruitment policy of teachers, particularly in terms of qualifications, as prescribed by NCTE, demand and supply of trained teachers and training capacity would be articulated clearly in the plan.
- (ii) Central Government funding to Teacher Education will be conditional to the States putting in place certain basics, such as appropriate recruitment and placement policies of teacher educators, role definition of teacher education institutes; their links with schools, etc. Thus placement of appropriate faculty, maintenance of buildings, supervision and support from the state level would be pre-requisites for central funding.
- (iii) Innovative practices in teacher education, as well as involvement of resource institutions across the country, within and outside government will be encouraged to improve its quality.

The following were identified as thrust or focus areas in Teacher Education for the 10th Plan by the Working Group:

- (i) Development and Strengthening of Teacher Education Institutes : This includes an enabling policy environment, capacity building and encouragement

of institutional initiative, as well as supervision and monitoring. States would be expected to formulate appropriate recruitment and placement rules for faculty of teacher education institutes, and articulate their role and relationship to schools clearly. The institutes in turn would be expected to plan systematically and take initiative to improving the quality of education in their districts. States would structure these institutes as per state specific and district specific needs.

- (ii) Training of teachers, pre-service as well as in-service: Teacher training is to be expanded to reach out to all teachers. Training of para-teachers, specially if untrained, needs emphasis. Simultaneously, pre-service and in-service training needs to be upgraded qualitatively. For this, innovation and tapping of resources all across the country is to be encouraged. Formalization of in-service training in terms of accreditation of teachers etc. needs to be considered to ensure quality. Pre-service training for pre-primary teachers needs to be encouraged and gaps related to upper primary education are to be plugged in.
- (iii) Professional development of practitioners, i.e. 'teacher educators, managers and others: This is identified as a major emerging need. If the quality of teacher education is to be upgraded, then teacher educators must be provided adequate opportunities to build their own capacities. For this too, a wide network of resources across the country would need to be tapped.
- (iv) Assessment of students and ways of testing achievement levels : Systematic learner evaluation is needed so as to orient teacher education towards quality improvement in schools. (The component of

assessment of student achievement will be taken up under the Sarva Shiksha Abhiyan).

The Revised Guidelines for Teacher Education attempt to operationalize the recommendations of the Working Group. These Guidelines envisage that the 10th plan period will be a time for major initiatives in upgrading the quality of Teacher Education as well as the Teacher Education Institutes. The aim of these Guidelines is to consolidate the infrastructure created so far and make it more productive during the 10th plan period. These Guidelines will complement the Sarva Shiksha Abhiyan in upgrading the quality of school education.

To bring about qualitative changes in Teacher Education, these Guidelines envisage major initiatives from teacher education institutes across the country. State Governments and the Central Government are expected to facilitate and encourage teacher education institutes to be pro-active, innovative, aim at high quality.

A Teacher Education Resource Group (TERG) will be constituted as an advisory body to review the implementation of the scheme and advise as to the future directions. The membership of the TERG will be decided by a panel consisting of Secretary Elementary Education and Literacy, Chairman NCTE, Director NCERT and Director NIEPA and JS(EE) as convenor. The TERG will be serviced by NCTE, for which a small academic group will be set up in NCTE. The TERG will meet at least three times during the year. Teams from the TERG (or other experts if TERG members are not available) will visit each State at least once during the year and report on the status and functioning of teacher education, and also make recommendations. These reports will be considered by the Teacher Education Approval Board while approving the State Plans and Budgets (SPBs).

NCTE will be strengthened to coordinate state plan appraisal and TERG activities.

There will be a detailed mid-term review at the end of the third year of the Tenth Plan period by the TERG. This review will feed into revision of state allocations for Teacher Education and approval of SPBs for the remaining two years.

Proposals made by institutions including NIEPA, NCTE, NCERT, universities, research institutes and non-government organizations for activities related to teacher education and innovative activities in teacher education will also be considered and approved by the Teacher Education Approval Board on a case to case basis.

The TERG will also advise and make suggestions regarding the proposals of the above institutions. The National Resource Group (NRG) may make suggestions about the gap areas in which proposals are to be invited. It may also visit the programme being conducted by the institutions and report on their activities.

In the light of recommendations made by the working group for the 10th Plan, the NCTE is called upon to take action regarding Coordination of State Plans and Budgets for consideration of Teacher Education Resource Group (TERG.) involving:

- Organisation of TERG meetings at least three times a year.
- Coordination of TERG activities such as visits to each State at least once during the year.
- Appraisal of State Perspective Plans and SPBs.

- Undertaking comprehensive review of Pre-service Teacher Education Courses.
- Streamlining and strengthening education of teacher educators through Resource Support Programmes (RSP)
- Coordination of in-service education of school teachers by associating recognised teacher education institutions.
- Development of INSET Designs and Packages.
- Coordination of Orientation Courses for Resource Persons for INSET.

b) Implementation of ICT in Teacher Education

In the National Action Plan on Information Technology, the Government of India has envisaged an important role of ICT in education for human resource development. As education spans a wide spectrum ranging from pre-school education to professional education, approach of ICT in education will necessarily have to be matched with the learning needs of each stage of education. Therefore, use of ICT would have to be customised to the learning objectives of the elementary, the secondary and the tertiary stages. Elementary and secondary stages comprise school education. Tertiary stage is with the higher education sector and bodies such as the UGC, AICTE, MCI, etc. determine standards of general education and professional education programmes. The NCTE influences the quality of school education by determining the standards of teacher education programmes.

Because of large number of students in the elementary stage and the constraints of resources in the first phase of implementation of ICT in schools, a realistic target could be to make it an integral part of pre-service and in-service education of teachers. If that can be successfully achieved at least future teachers will have the facility of using ICT in teaching and learning. And those teachers who get opportunity of teaching in schools where ICT facilities are available will be able to use it with facility. For achieving this objective, the crucial step would be to incorporate ICT appropriately in the curricula of teacher education programmes. It would require giving a paradigm shift to teacher education from its traditional form to a programme relevant to the context of schooling for the 21st century. For the change to happen would require that teacher educators are enabled with the facility of using ICT in teaching pr-service and in-service courses and are provided with relevant hardware and software. They will be able to transact the new ICT based curriculum provided they have the facility of using ICT based instructional technology for preparing lesson plans and other teaching-learning materials. They should be able to use the multimedia features of computers and access and disseminate information both on-line using the Internet and off-line resources on CD- ROM.

In the above context, the National Council for Teacher Education will take upon itself the challenge of introducing and promotion of use of ICT in teacher education under the provisions of the 10th Plan Scheme of Restructuring and Reorganisation of Teacher Education. There are more than 2501 teacher

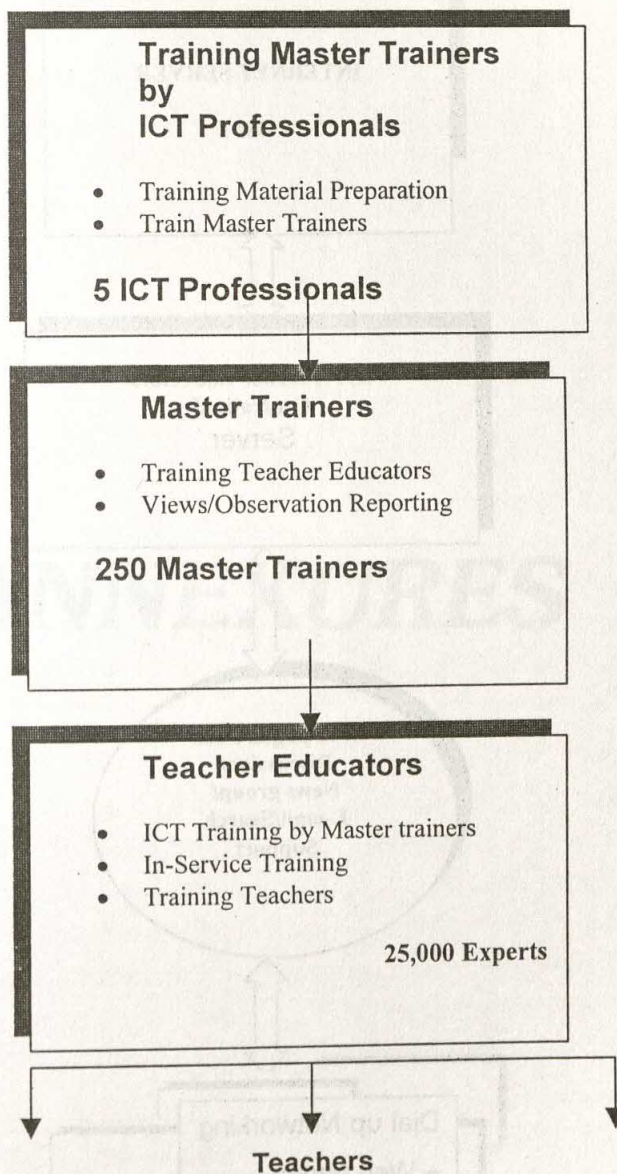
education institutions in the country recognised by the NCTE for running different pre-service teacher education courses. These institutions include, among others, all those institutions such as the IASE, CTE and DIET, which have been receiving financial assistance under the Central scheme on teacher education and will continue to be covered under the scheme during the 10th Plan.

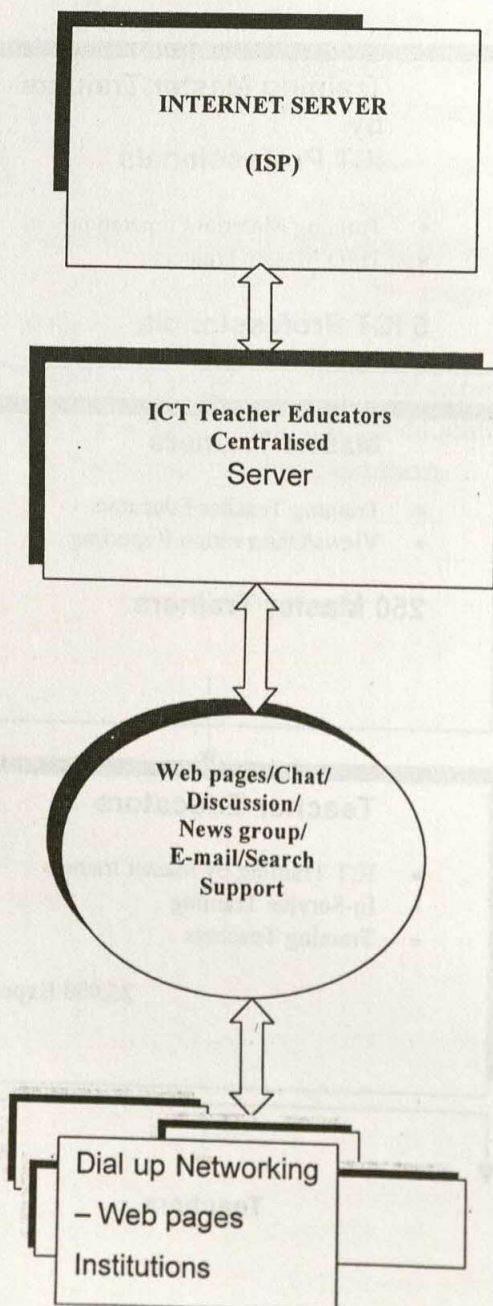
The NCTE as an apex body on teacher education in the country will network all teacher education institutions and through a nation-wide scheme arrange professional development of all teacher educators including those who are working in unaided institutions and in aided institutions not covered in the Central scheme. In the following a comprehensive proposal consisting of different layers has been outlined.

APPROACH

- Network all teacher education institutions through a centralised Internet server.
- Provide hardware and software to all teacher education institutions covered under the scheme (NCTE, SCERT, IASE, CTE, DIET).
- Development of ICT based instructional technology and a training package for teacher educators and its incorporation in the curricula of pre-service teacher education courses.
- In-service education of all teacher educators with the help of Master Trainers drawn from universities, private sector organisations involved in ICT education, individual experts drawn from computer professional societies such as the Computer Society of India.

- Appointment of a system analyst in each SCERT, IASE, CTE, DIET for assisting teacher educators in teaching and development of learning resources and for arranging maintenance of hardware and software.
- Appointment of ICT professionals in the NCTE for implementing the various tasks such as system administration, programming, database administration, media experts for web page and CD-ROM development.
- Formation of a Committee of experts for selection of software relevant to teacher education and classroom teaching and its dissemination.

ICT Training for Teacher Educators

Teacher Education Institutions Network

ANNEXURES

MAJOR TASKS ACCOMPLISHED

In order to achieve the objectives of NCTE as given in the Preamble to the NCTE Act and the functions assigned to it, the Council has taken up various activities as a continuing endeavour during the last seven years. The various functions assigned to it are of ongoing nature and may not be expected to be accomplished through a one-time effort. These functions call for sustained effort on the part of NCTE, monitoring the impact of various initiatives taken from time to time and taking subsequent remedial/corrective action. A gist of the action taken by NCTE for discharging the functions assigned to it is presented below:

- i) Survey Reports on the Status of Teacher Education have been published for 20 States viz. Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal.
- ii) After a nation-wide debate and discussion, NCTE brought out, in 1998, a publication entitled "Curriculum Framework for Quality Teacher Education" as a major initiative for quality improvement in teacher education. As a follow-up to the efforts for quality improvement, NCTE also brought out monographs like Quality Concerns in Elementary and Secondary Teacher Education; Competency Based and Commitment Oriented Teacher Education for Quality School Education (Initiation, Pre-service and In-service documents); etc.
- iii) A Calendar of Activities has been developed and circulated amongst the teacher education institutions and the universities for facilitating the preparation of academic calendar in respect of B.Ed. programme. Adoption of this calendar will ensure

curriculum transaction in an effective way keeping in view the requirements of B.Ed. as a professional course.

- iv) NCTE launched its Website in March 2000 to bring transparency into working through Information Technology and to bring about improvement in the professional quality of teacher education system through ICT. It contains profiles of more than two thousand teacher education institutions recognized by NCTE, NCTE Act, Regulations, Norms and Standards, Gazette Notifications, procedure for filing application for recognition, procedure for appeal and highlights of judgements delivered by High Courts and Supreme Court on matters relating to teacher education, some important NCTE publications, CD-ROMs, etc. Information is being continuously updated. NCTE has made Information and Communication Technology (ICT) a Compulsory Subject of B.Ed. Syllabus. To enable the teacher education institutions and the universities to modify teacher education syllabus to meet the needs of ICT, NCTE brought out, in 2001, a publication on "Curriculum for Teacher Education – Information and Communication Literacy".

- v) NCTE has taken up Evolution of Norms and Standards for various teacher education courses as an ongoing measure. So far, it has evolved norms and standards for 12 teacher education courses. These norms and standards have been revised from time to time. After review of the level of compliance of the various norms and standards and extensive deliberations with the states, universities and experts, NCTE last revised the norms and standards in September, 2001 and notified in November, 2002.

In order to encourage the teachers for professional development and career advancement, NCTE has prescribed norms and standards for B.Ed. and M.Ed. through Distance Mode for the in-service teachers only.

vi) To ascertain the extent of compliance of various norms and standards prescribed by NCTE, it has initiated action under Section 13 of the Act for Inspection of Various Institutions. This will continue to be pursued vigorously as an ongoing activity.

vii) Further, NCTE has introduced the requirement of submission of Performance Appraisal Report (PAR) by each recognized teacher education institution. On the basis of the information received through these PARs, appropriate inputs are provided to the concerned teacher education institutions for improvement in performance.

NCTE has signed a Memorandum of Understanding (MOU) with NAAC for joint assessment and accreditation of teacher education institutions in the country. A customized proforma has been developed in consultation with NAAC which was discussed in detail at a national level seminar held at Pune in December, 2002.

viii) A National Consultation Meet on "Determining Minimum Academic and Professional Qualifications for Recruitment of School Teachers" was held in March, 2001. Based on the consensus that emerged in the National Consultation, NCTE has notified the Regulations laying down the minimum qualifications for recruitment of teachers in schools. There has been a general consensus amongst the States to adopt the minimum recruitment qualifications laid down by NCTE.

ix) In keeping with the task assigned to NCTE for regulating the tuition fees and other fees chargeable by a teacher education institution and to prevent commercialization, NCTE has issued a Regulation prescribing guidelines to be followed while determining the tuition fees and other fees chargeable by various teacher education institutions.

x) NCTE has been taking up various Academic Projects in priority areas of teacher education with the help of experts in teacher

education. A project on "Conceptual Inputs in Teacher Education" is nearing completion. Another pilot project on "Contextual Reorientation on Elementary Pre-service Teacher Education" has been taken up.

- xi) With a view to promoting and disseminating innovations in teacher education, the Council launched a Magazine "Teacher Support" in 2001, for recounting the various success stories by practising teachers. Its second issue was brought out on 17th August, 2002.

2. For dissemination of various innovative programmes in the field of teacher education including Value Education, NCTE has brought out a number of Publications and CD-ROMs, the list of which follows.

List of Publications

Year of Publication	Publications
1995-96	1 NCTE Preparatory Activity 1994-95 2 Different Modes of Education used for Teacher Preparation in India - A Study 3 Empowering Under-privileged Case of Teacher Education – To say Nothing of the Teacher/ Sharad Chandra Behar. 4 Policy Perspectives in Teacher Education
1996-97	5 Professional Status of Teachers (Conference Papers) 6 Report of UNESCO-NCTE Conference on Professional Status of Teachers 7 Curriculum Framework for Teacher Education (Hindi, English, Bengali, Urdu) 8 Self-Instructional Modules for Teacher Education through Distance Education Mode
1997-98	9 Education for All – E-9 Experiences (English & Hindi) 10 Manpower Planning for Teacher Education (English & Hindi) 11 Restructuring and Revitalising Teacher Education: Workshop Report on the Role of IASEs and CTEs of SRC, NCTE Bangalore. 12 Teacher Education in Madhya Pradesh – Current Status, Issues and Future Projections. 13 Adhigam : Antarnishth Nidhi (Chayanit Ansh) Jacques Delor's Report: 'Learning The Treasure Within' (Hindi). 14 Restructuring and Revitalising Teacher Education : Workshop Report on the Role of IASEs and CTEs of NRC, NCTE, Jaipur

- 15 Human Rights and Indian Values/M. Rama Jois
(NCTE Monograph Series I) (English & Hindi)
- 16 Language Curriculum for Teacher Education/
D.P.Pattanayak (NCTE Monograph Series II) (English &
Hindi)
- 1998-99** 17 Teacher Education in West Bengal – Current Status, Issues
and Future Projections
- 18 Teacher Education in Rajasthan – Current Status, Issues
and Future Projections
- 19 Teacher Education in Arunachal Pradesh - Current Status,
Issues and Future Projections
- 20 Competency Based and Commitment Oriented Teacher
Education for Quality School Education : Initiation
Document (English & Hindi)
- 21 Competency Based and Commitment Oriented Teacher
Education for Quality School Education : In-service
Education (English & Hindi)
- 22 Teacher Education in Haryana - Current Status, Issues and
Future Projections
- 23 Policy Perspective in Teacher Education – Critique and
Documentation
- 24 All India Directory of Recognised Teacher Training
Institutions
- 25 Adhyapan- Bharatiya Drishti/Vidya Niwas Mishra
(NCTE Monograph Series III) (Hindi)
- 26 Quality Concerns in Secondary Teacher Education/
R.C. Das (NCTE Monograph Series IV)
- 27 Teacher Preparation/S.N.Saraf
(NCTE Monograph Series V)
- 28 Human Rights and National Values : Self-Learning
Modules for use of Teacher Educators (English & Hindi)
- 29 Gandhi on Education

- 30 Curriculum Framework for Quality Teacher Education (English & Hindi)
- 31 Awareness, Motivation and Initiative in UEE (Report on the National Conference of DIET Principals)
- 32 Teacher Education in Himachal Pradesh – Current Status, Issues and Future Projections
- 33 Restructuring and Revitalizing Teacher Education: Workshop Report on the Role of IASEs and CTEs of ERC, NCTE, Bhubaneswar
- 34 Assessment and Evaluation in Teacher Education/ Pritam Singh (NCTE Monograph Series VI)
- 35 Teacher Education in Tripura – Current Status, Issues and Future Projections
- 36 Teacher Education in Delhi – Current Status, Issues and future projections.
- 37 Restructuring and Revitalising Teacher Education : (National Report on Regional Meetings of Principals of CTEs/IASEs, 1997-98)
- 38 Restructuring and Revitalizing Teacher Education: Workshop Report on Regional Meetings of Principals of CTEs, WRC, NCTE, Bhopal.
- 39 Adhyapan – Bhartiya Drishti/Vidya Niwas Mishra, (NCTE Lecture Series-I) (Hindi)

- 1999-2000**
- 40 Gandhi Ke Shaikshik Vichar (Hindi)
 - 41 Quality Concerns in Elementary Teacher Education/ R.C.Das (NCTE Monograph Series – VII)
 - 42 Exemplar Modules in Mathematics for Elementary Teacher Education
 - 43 Nurturing Creativity (NCTE Monograph Series – VIII)
 - 44 Teacher Education in Uttar Pradesh – Current Status, Issues and Future Projections
 - 45 A Hand Book on Educational Research
 - 46 Profile of Teacher Educators

- 47 Teacher Education in Karnataka – Current Status, Issues and Future Projections
- 48 Zakir Husain on Education
- 49 Sri Aurobindo on Education
- 50 Teacher Education in Mizoram – Current Status, Issues and Future Projections
- 51 Teacher Education in Meghalaya – Current Status, Issues, and Future Projections
- 52 Teacher Education in Nagaland - Current Status, Issues and Future Projections.
- 53 Gijubhai Badheka Ke Shaikshik Vichar aur Prayog (Hindi)
- 54 Madhyakalin Kavita Ko Padhna -
Padhana/Vidhya Niwas Mishra (Hindi)
- 55 Teacher Education in Bihar - Current Status, Issues and Future Projections.
- 56 Human Rights and National Values: Self-learning Modules for Teacher Educators.
- 57 Education of Teachers: SAARC Experiences (Report of the SAARC Conference on Preparing Teachers for Universal Elementary Education).
- 58 Bharatiya Shiksha Ke Lakshya/Pt. Rameshwar Mishra Pankaj (NCTE Lecture Series-II) (Hindi)
- 2000-01** 59 Teacher Education in Tamil Nadu: Current Status, Issues and Future Projections.
- 60 Teacher Education in Kerala: Current Status, Issues and Future Projections.
- 61 Teacher Education in Maharashtra: Current Status, Issues and Future Projections.
- 62 Teacher Education in Assam: Current Status, Issues and Future Projections.
- 63 Teacher Education in Gujarat: Current Status, Issues and Future Projections.

- 2001-02** 64 Teacher Education in Andhra Pradesh: Current Status, Issues and Future Projections.
- 65 Policy Perspectives in Teacher Education (Hindi)
- 66 Matri Bhasha Shikshan : Shabdon Ka Aarthi Vishleshan/
K.G. Rastogi
- 67 NCTE Initiatives for Quality Improvement in Teacher Education Programmes
- 2002-03** 68 HIV/AIDS Education in Teacher Education
- 69 Calendar of Activities (B.Ed.)
- 70 Shikshan Prashikshan Mein Mulya Shiksha
- 71 Seventh NCTE Day Function
- 72 Information and Communication Technology Literacy (Curriculum for Teacher Education)
- 73 Discrimination Based on Sex, Caste, Religion and Disability – Addressing through Educational Interventions
- 74 Elementary Teacher Education- A Blueprint of Process Management
- 75 Envisioning Teacher Education- In the 10th Plan and Beyond

NCTE Journals, News & Teacher Support

- 1998** 76 The Indian Journal for Teacher Education (Vol.1)
- 1999** 77 The Indian Journal for Teacher Education (Vol.2)
- 2001** 78 Teacher Support (No. 1)
- 2002-03** 79 Teacher Support (No. 2)
- 80 NCTE News–Vol. 1 No. 1

NCTE CD-ROMs

2000-01	81	NCTE CD-ROM
2001-02	82	Gnostic Centre
	83	Jeevan Vigyan
	84	ICT Literacy (Hindi)
	85	ICT Literacy (English)
	86	Teacher as Transformer
2002-03	87	Shikshak Prashikshan Mein Mulya Shiksha
	88	Practical Value Education
	89	NCTE CD-ROM Version -2

Annexure-II

**Memorandum of Understanding
Between
National Assessment and Accreditation Council (NAAC)
And
National Council for Teacher Education (NCTE)**

This Memorandum of Understanding hereinafter referred to as "MoU" is signed on the 16th day of August 2002 by the following two parties.

"National Assessment and Accreditation Council (NAAC), an autonomous institution of UGC, established under Section 12 CCC of the UGC Act of 1956(3), on 16th September 1994 and having its office at "Aragini Bhavana", # 2/4, Dr. Rajkumar Road, Rajajinagar, Bangalore - 560 010, Karnataka hereinafter to be referred to as **"NAAC"** of the first part."

AND

"National Council for Teacher Education (NCTE), constituted under the National Council for Teacher Education Act 73 of 1993 by the Government of India and presently having its office at Indira Gandhi Indoor Stadium, I.P. Estate, New Delhi - 110 002 to be referred as **"NCTE"** on the second part.

PREAMBLE

- a. The Memorandum of Understanding is aimed to foster quality assurance and quality sustenance in pre-service teacher education in the country.
- b. NAAC and NCTE agree to work in close cooperation, in pursuit of excellence in teacher education.

AIMS & OBJECTIVES

In accordance with the provisions and rules, NCTE and NAAC having mutually agreed:

1. NAAC and NCTE shall lay down the Accreditation Norms and Standards for Diploma/Degree/PG level pre-service courses in the field of teacher education, which will be implemented by NAAC.
2. To evolve mechanisms for regular follow-up of quality initiatives.
3. To formulate mechanisms and schemes for quality promotion and sustenance among teacher education institutions.
4. To develop linkages between the various sectors of teacher education for dissemination of healthy practices and innovations for creation of a quality culture.

TERMS OF REFERENCE OF MoU

1. NAAC and NCTE shall jointly constitute a National Consultative Committee to evolve and review norms and standards for accreditation of teacher education programmes.
2. The National Consultative Committee will provide periodic feedback on issues such as recognition, accreditation, etc.
3. The NAAC-NCTE National Consultative Committee shall comprise of the following:
 - i. Prof. A.N. Maheshwari, Chairperson, NCTE.
 - ii. Prof. R.S. Khan, Vice-Chairperson, NCTE.
 - iii. Chairpersons of the NCTE Regional Committees.
 - iv. Prof. V.N. Rajasekharan Pillai, Director NAAC.
 - v. Four experts to be nominated by NAAC.

DURATION, TERMINATION AND REVIEW OF THE MoU

Arrangements under this MoU will be operative for an initial period of three years commencing from the date of signing of this MoU of NAAC

and NCTE. Further continuance of this MoU would be subject to joint review by the NAAC and the NCTE to be undertaken prior to the expiry of this MoU. However, NAAC and NCTE shall have the right to terminate agreement any time, without any notice if the respective authorities decide to do so.

AMMENDMENT TO THE MoU

The obligations of NAAC and NCTE have been outlined in this MoU. However, if during the operation of the MoU circumstances rise which call for any alternation/modification thereto, such alternations/modifications will be mutually discussed and agreed upon by the two parties.

CLARIFICATION, DISPUTE, IF ANY

Wherever clarification is called for in respect of the clauses contained in this MoU, such matter(s) shall be referred to the Director, NAAC and the Chairperson, NCTE for settlement.

Both the parties hereby agreed to execute the objectives of MoU, within the framework of Terms of Reference of this agreement.

Sd/-

Member Secretary
Director, NAAC

Sd/-

Member Secretary
NCTE

WITNESS

1. _____
NAAC

2. _____
NCTE

Annexure-IIa

DO No. 18-1/2002/CC/NCTE

December 26, 2002

Dear Principal,

One of the functions of NCTE vide Section 12 (C) of the NCTE Act is to coordinate and monitor teacher education and its development in the country. For ensuring quality in teacher education system in the country and to examine and review periodically the implementation of the norms, guidelines and standards, it has been decided by the Council to evolve a suitable mechanism for assessment and accreditation of the performance of the recognised institutions.

Accordingly, on the 16th August 2002 the National Council for Teacher Education (NCTE) and the National Assessment and Accreditation Council (NAAC), an autonomous institution of the UGC, have entered into a Memorandum of Understanding. The NCTE and NAAC have mutually agreed to lay down the Accreditation Norms and Standards for various pre-service courses in the field of teacher education. The scheme will be implemented by the NAAC. It shall now be mandatory on the recognized institutions to seek accreditation from the NCTE-NAAC within a period of 5 years of grant of recognition by the NCTE for the continuance of recognition. A manual for self-appraisal of teacher education institutions has been developed. The manual can be obtained from the NAAC or can be downloaded from the NCTE website.

The accreditation is an informed review process. I believe that by participating in the assessment and accreditation exercise, each institution would be able to know its strengths, weaknesses, opportunities and threats that would eventually lead to improvement of its performance and optimal utilization of the instructional and infrastructure facilities.

Yours sincerely,

A. N. Maheshwari

(A.N.Maheshwari)

Annexure IIIa

**All India Status of Recognition of Teacher Education Programmes
(as on 31st March, 2003)**

Total No. of Institutions		As on 31.3.2002	As on 31.3.2003
		2163	2501

S. No.	Name of Teacher Education Courses	Total No. of Courses recognized as on 31st March 2002	No. of Courses granted recognition during 2002-2003	No. of Courses withdrawn recognition during 2002-2003	Total No. of Courses recognized as on 31 st March 2003	Total Intake approved during 2001-2002	Total Intake approved during 2002-2003
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Pre-primary	65	2	1	66	2939	2999
2.	Elementary	1049	90	3	1136	59977	67006
3.	B.El.Ed.	6	0	0	6	222	222
4.	Secondary (B.Ed.) Face to Face	911	206	3	1114	91084	113458
5.	Secondary (B.Ed.) (Distance Education mode)	12	2	0	14	8300	8800
6.	M.Ed. - Face to Face	138	7	1	144	3117	3277
7.	M.Ed.(Distance Education mode)	4	2	0	6	1225	1275
8.	C.P.Ed.	73	0	0	73	3727	3752
9.	B.P.Ed.	175	20	1	194	11091	11911
10.	M.P.Ed.	46	2	0	48	1168	1122
11.	Others	133	22	3	152	9211	12391
	Total	2612	353	12	2953	192061	226213

APPROACH PAPER FOR ELEMENTARY TEACHER EDUCATION PROGRAMME

1.0 INTRODUCTION

1.1 The Context

In India, a variety of teacher preparation programmes are currently in vogue. Some of the programmes are stage-specific like the secondary teacher education programme (B.Ed), elementary teacher education programme (D.Ed) and nursery teacher training programme (NTT), while some other programmes are subject specific like the programmes meant for the preparation of teachers for languages, art and craft, music and dance, and physical education. Teacher preparation programmes are also categorised as degree level programmes like the B.Ed, B.P.Ed and B.El.Ed and non-degree programmes like the D.Ed, BTC, JBT, PTC, etc.

The most popular elementary teacher education programme at present, that is, Diploma in Elementary Education (D.Ed), aims at preparing teachers for the elementary stage of school education, comprising primary stage (classes I- V) and upper primary stage (classes VI- VIII). The entry qualification for admission to this programme is senior secondary pass (+2) and the duration is two years. At the time of independence in 1947, the duration of the primary teacher training programme was one year with high school pass (class X) as the entry qualification. Subsequently, the entry qualification was raised to class XII but the duration remained one year and the objective also remained the same, that is, preparation of teachers for the primary stage of education. However, during 1980s when universalisation of elementary education became the first priority of our education, preparation of teachers for

the entire elementary stage became the objective and the duration of the programme was raised to two years. During the past two decades, a new pattern of elementary teacher education, that is, 12 years of general education followed by 2 years of professional education has received national acceptance. However, a few states are still continuing with the programme exclusively meant for the preparation of primary teachers with ten years' of general education followed by one year of professional education.

During the past few years, some issues relating to elementary education, elementary teachers and elementary teacher education have been raised time and again by different stake-holders at various forums. Some of the issues are briefly discussed below :

1.2 Issues

1.2.1 Primary Teacher Education Programme

The existing elementary teacher education programme of two years' duration (D.Ed) prepares teachers for the entire elementary stage (I-VIII) but the graduates of this programme are employed by the education departments in many states as primary teachers only and for teaching upper primary classes (VI-VIII), B.Ed degree holders are appointed. In some states, certificate course of one-year duration after class X for teaching at primary stage is still continuing. There is a view that a teacher education programme of one-year duration after ten years of general education is adequate for teaching at the primary stage. On the other hand, there is also a view that in view of the upgraded level of primary and upper primary curricula, the minimum general education qualification for primary teachers should be senior secondary pass. Regarding duration of the professional programme, a question is often raised that if a secondary school teacher can be prepared in one year, than, why can't a primary teacher be

prepared in one year? The two years' duration of the professional programme is justified on the basis of the scope and objectives of the programme. It is argued that at least two years are required for preparing teachers for elementary stage which has a long span of eight grades comprising primary stage for the children of 6-11 age group and upper primary stage for the children of 11-14 age group. The developmental needs and learning processes of the children of the two age groups differ substantially from each other. In addition the demands of teaching at primary stage in the context of class teacher system are indeed challenging because a primary teacher is expected to teach all subjects in primary classes. In view of the stipulations mentioned above, two years' professional education after twelve years' of general education is fully justified. However, in view of certain constraints such as non-availability of candidates with senior secondary qualification in adequate number in some states or because the access to education is by and large for primary schools, there appears to be a case for offering a course for the preparation of teachers exclusively for the primary stage (classes I- V). In this context, the following issues or questions need to be answered:

- What should be the curriculum for teacher education programme for the preparation of primary teachers?
- What should be the entry qualification for admission to this course?
- What should be its duration?

1.2.2 Untrained Teachers

Many states have recruitment rules for appointment of primary and upper primary school teachers as per the NCTE qualifications and have created opportunities for pre-service education so that trained teachers are available in adequate numbers. Therefore, in such states the problem of untrained teachers does not exit.

However, in some states, like Bihar, Rajasthan, Orissa, Madhya Pradesh, the problem of untrained teachers exists. The number of untrained teachers, who are permanently employed in the state-run schools in these states, is quite substantial. In all the north eastern states including Sikkim, the system of pre-service teacher education has not been in existence and hence teachers have been recruited on the basis of academic qualifications alone. Some of the untrained teachers get the opportunity of undergoing structured in-service education programme but such arrangements are inadequate for clearing the backlog of untrained teachers.

A few states like Orissa, Rajasthan and Madhya Pradesh have initiated the process of providing professional education to untrained teachers through distance mode. In this context, the following issues need to be discussed :

- What should be the nature, content, duration and operational strategies for providing professional education to untrained teachers?

1.2.3 B.Ed. Degree Holders as Primary School Teachers

In many states B.Ed. qualification was made an alternative to the D.Ed. qualification for the appointment of primary school teachers. This provision was perhaps based on the conception that a person holding a higher professional qualification would also be eligible for a teaching position for which a lower professional qualification is prescribed. However, there are no higher and lower professional programmes in teacher education. The B.Ed. and D.Ed. are specialised pre-service education courses for the preparation of teachers for different stages of school education. As per the qualifications laid down by NCTE, B.Ed. qualified candidates, therefore, are not eligible for appointment as primary school teachers and the courts have upheld the NCTE stand.

In many States there is a mismatch between the supply and demand of persons possessing NCTE qualifications for appointment as teachers for different stages of school education. There is a large surplus of persons with B.Ed. qualification waiting to be appointed as teachers. On the other hand, there is shortage of D.Ed. qualified teachers, that is, teachers specifically trained for teaching in primary schools. In such a context, special bridge courses for the B.Ed. qualified teachers were introduced to provide them professional education for teaching in primary schools but the course have ruled that even with additional professional input B.Ed. degree holders cannot be appointed as primary school teachers.

Therefore, the following issues need to be discussed :

- What should be the content and duration of the special bridge course for B.Ed. qualified teachers for making them eligible to be appointed as primary school teachers?

1.2.4 Teacher Educators

The problem of non-availability of suitably qualified teacher educators for elementary teacher education sector has been a matter of grave concern for quite some time. Generally, teachers with secondary teacher education qualification are recruited as elementary teacher educators. This implies that persons who themselves have been trained to teach in secondary schools are called upon to prepare teachers for the elementary stage. Only a few universities have started offering M.Ed. (Elementary) for the preparation of teacher educators for elementary teacher education institutions. But to join M.Ed. (Elementary) programme, one has to do B.Ed. first, that is, to get trained for teaching in secondary schools. To overcome the problem of non-availability of teacher

educators for elementary teacher education stage, degree level programmes in elementary education have been proposed. In the context of B.Ed. (Elementary), the following issues need discussion:

- What should be the content and duration of the B.Ed. (Elementary) programme?
- In what ways the curriculum of this programme should be different from the curriculum of secondary teacher education programme?

1.2.5 Curricular Issues

In addition to the issues mentioned above, which relate to the structure of teacher education, there are certain issues which relate to its curriculum. Some of the issues are discussed below:

- (a) The relationship between theory and practice has been a subject of debate in the field of teacher education. During 1960s theory had an upper hand but subsequently proper 'balance' between the two became the guiding principle but the trend has been towards 'school based initial training' during the recent past. In the context of elementary teacher education, the issue needs to be further discussed.

There is agreement among educationists and teacher educators that 'practice teaching' needs to be replaced by a more comprehensive concept of 'school experience'. However, in some states, school experience and internship are used interchangeably. In the present paper, a new concept of internship similar to that of other professions, that is, a post course work attachment with a school for a pre-specified period has been introduced for making it one of the essential components of the professional programme. In the context of internship, the following issues merit discussion:

- What should be the duration of the post-course 'internship' in the elementary teacher education programme?
 - What should be the modus operandi for the organization of 'internship'?
 - What should be the role of the teacher education institution and of the school in its organization?
 - What should 'successful completion of internship' imply?
 - What should be the role of school headmaster, mentor teacher and faculty supervisor in the assessment of students' internship performance?
- (b) Like all other professional programmes, 'internal assessment' should be effectively used for assessing the quality of students' performance. In the context of students' assessments the following issues merit discussion :
- What should be the relative weighting of internal and external assessment in the over all assessment of students' performance?
 - What should be relative weighting of internal and external assessment in each component of the teacher education programme?
 - What should be the criterion for the finalization of a student's result or ranking?
- (c) In sections IV and V of the paper agenda notes for discussion for the curriculum renewal have been suggested. The discussion notes provide details of the types, objectives, components, conceptualization and operational strategies about each component. A particular view with regards to each aspect has

been presented which the NCTE expects will be discussed and recommendations will be made for the curriculum framework renewal.

2. ELEMENTARY TEACHER EDUCATION CURRICULUM : THE CURRENT SCENARIO

2.1 Introduction

To ascertain the current status with regard to the content and process of elementary teacher education programme in different parts of the country, the curriculum presently followed in twelve states namely, Andhra Pradesh, Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Punjab, Tamil Nadu, Uttar Pradesh and West Bengal was analyzed in the year 2002. The current scenario on the basis of the findings of the study is described below:

2.2 The Current Scenario

- ◆ Uniformity with regard to the minimum eligibility qualifications (Higher Secondary) and duration (2 years) with regard to the elementary teacher education programme has been achieved in majority of states because of the efforts made by MHRD, NCTE and NCERT during the past few decades. The guidelines for DIETs issued by MHRD, curriculum and syllabus outlines prepared by NCERT in the early nineties and NCTE Curriculum Framework (1998) and teacher qualifications prescribed by NCTE (2001) have together influenced the decision of the state governments regarding the minimum eligibility qualifications and duration of the programme.
- ◆ Different nomenclatures for the programme are used across the states. For example, the nomenclature is D.Ed. in Andhra Pradesh, Madhya Pradesh and Haryana; D.E.Ed. in Karnataka, DTE in Tamil Nadu, BTC in Uttar Pradesh, ETE in Delhi, TTC in Kerala and PTC in Gujarat.

- ◆ In majority of states, the programme aims at preparing teachers for classes I-VIII but in some states the purpose of the programme is to prepare teachers for classes I-V only. However, in many states the products of elementary teacher education institutions are eligible for employment in primary schools only in the pay scale of the primary teacher. This is in spite of the fact that they have been prepared for teaching upto class VIII and for which they do not get any benefit in matters relating to employment.
- ◆ Though the minimum qualification prescribed for admission is pass in higher secondary, a large number of graduate candidates in many states, specially in bigger cities, compete for admission to this programme. In the state of Uttar Pradesh, graduation is the minimum qualification for admission.
- ◆ In all the states, the curriculum by and large, has four broad components, namely, (i) foundation courses on education, (ii) methodology of teaching of school subjects, (iii) practice teaching, school experience and internship, (iv) other practical work.
- ◆ The products of this programme are expected to teach all subjects, namely, one or two languages, mathematics, environmental studies (science), environmental studies (social studies), work experience, art and physical education at the primary stage (class I-V). The rationalisation for this arrangement rests on the fact that in majority of primary schools, 'class teacher system', is in vogue, which involves one teacher teaching all subject areas to one class. With regard to the upper primary stage, there are two patterns in the states where the programme aims at preparing teachers for the entire elementary stage. The student teachers are prepared either for teaching two subjects or all subjects at the upper primary stage.
- ◆ There are large variations in different aspects of curriculum like number of courses, titles of courses and the scope of content. The student teachers are required to study a total of 10-12 courses which include 2-4 education courses, 4-6 methodology courses and three

non-scholastic areas, namely, art education, work experience, and health and physical education.

- ◆ In the content-cum-methodology courses, the content of the syllabi of different subjects upto class VIII level is included in the curriculum.
- ◆ Elementary teacher education curricula across the states have several innovative and novel features. For example, post training internship of at least six months' duration in a school, study of school curriculum in the beginning of the session for about two months, and compulsory computer education are the innovative features of ETE curriculum in the state of Karnataka. In the state of Tamil Nadu, a bridge course in content is offered during the first ten days. The foundation courses in education are taught and examined in the first year. In Andhra Pradesh, hands-on experience in information technology and computer assisted learning, action research and statistics and practice lessons in all subjects in all stages in different situations are some of the special features of curriculum. In Delhi, semester based curriculum organisation, elective courses in English teaching, ECCE, non-formal education are the special features of ETE curriculum. Emphasis on teacher competencies, pedagogical analysis of curriculum in the methodology courses are the special features of curriculum in the state of Kerala. Competency based re-organisation and presentation of curriculum, compulsory hostel life and daily participation in community life activities are special features of new PTC curriculum in Gujarat. Preparation of teachers for teaching three languages and emphasis on work experience are special features of the ETE curriculum in Madhya Pradesh. Emphasis on content, non-scholastic areas and semester based organisation are the special features of ETE curriculum in Punjab.
- ◆ In some of the states, one year teacher education programme after class X for the preparation of teachers for the primary stage (I-IV/V) is still continuing.

2.3 Conclusion

The feedback available so far in respect of the implementation of elementary teacher education curricula has highlighted certain issues which merit consideration. For example, in some of the states, the curriculum is clearly very ambitious. A teacher may be able to teach all subjects upto class V but in view of the enriched curriculum at the upper primary stage, it would be unreasonable to expect a class XII pass teacher to teach all subjects, namely, English, mother tongue, science, social studies, mathematics, etc. upto class VIII. Due to the provision of diversified curriculum at the senior secondary stage, a student studies only one group of subjects, that is, science, commerce or humanities. Therefore, it would be desirable to allow the student teachers to study teaching of only two subjects at the upper primary stage. Regarding foundation courses, it is often observed that the content of these courses in the elementary teacher education programme is almost identical with that of the B.Ed. programme. The references given in the syllabi are also the same as are given in the syllabi of B.Ed. programme.

3. CURRICULUM RENEWAL : CONCEPTUAL PARAMETERS

3.1 The Context

The latest curriculum framework for various teacher education programmes was brought out by the NCTE in 1998, after it had received the statutory status. The framework dealt with all stages of teacher education programmes meant for the teachers and teacher educators for the different sectors of education. However, preparation of detailed course outlines in respect of different components of various programmes was not taken up at the level of NCTE. It was felt that the universities and institutions like SCERTs shall take up this task at their level.

Several developments have taken place at the national and international levels after 1998 particularly in the field of school education.

The publication of National Curriculum Framework for school education in 2000 and the conceptualisation and implementation of the Sarva Shiksha Abhiyan (SSA) are two such developments as are bound to place additional and different types of demands on the system of teacher education. These developments alongwith several other changes in various facets of the contemporary Indian society have necessitated re-examination of the current teacher education curricula.

3.2 Conceptual Parameters of Curriculum Change

The renewal or modernisation of curriculum of any teacher education programme at any point of time needs to be anchored on the following four broad parameters :-

- Concerns and Perspectives of School Curriculum.
- Teacher Roles and Tasks
- Emerging Perspectives in pedagogy
- Capability of the Teacher Education System to deliver the programme.

3.2.1 Concerns and Perspectives of School Curriculum

The concerns of school curriculum emanate from the societal concerns on the one hand and from the new developments in education and allied fields on the other. A number of societal concerns become concerns of school curriculum which is called upon to evolve appropriate perspectives to address the identified concerns. National Curriculum Framework for School Education (2000) identified a few concerns of the contemporary Indian society such as lack of social cohesion, increasing fragmentation, inequalities, absence of strong feelings of national identity, continuing erosion of moral and social values, challenges and pressures generated by the tremendous progress in science and technology, particularly in information and communication technology on the one hand and by the phenomenon of globalisation on the other. The

pedagogical concerns include the problems arising out of the perception of increasing curriculum load, weak linkages between education and world of work, failure to achieve the target of universalisation of elementary education and unresponsiveness of curriculum to the emerging needs of the individuals and of the society. In order to address these concerns, it has been recommended that indigenous knowledge should be integrated with school curriculum, India's contribution to mankind should be highlighted and education should be linked with life skills and the world of work. The emerging social concerns and value education should form an integral part of school curriculum and education about religions be imparted for the teaching of values. The child should be perceived as constructor of knowledge rather than a mere recipient of information and culture specific pedagogies be utilised to contextualise the process of curriculum transaction.

In the context of universalization of elementary education, the importance of inclusive education for challenged learners can hardly be exaggerated. Inclusive education implies accommodation of all children in schools irrespective of differences in their physical, intellectual, social, emotional, linguistic or other conditions. This concept of inclusive education has implications for teacher education, specially elementary teacher education, which should aim at equipping the prospective teachers with skills to provide inclusive education in integrated settings to all children irrespective of the nature of their challenge.

3.2.2 Teacher Roles and Tasks

“What should a teacher be like?” — This question ought to be the prime consideration for the renewal of teacher education curriculum. Everyone associated with school education and school teachers in some form invariably forms a sort of image of an ideal teacher's persona including his roles and functions and the competencies she must possess to effectively perform the roles expected of her. On the basis of images

formed by a large number of people specially the students, parents, educationists and educational administrators, an idealised image of a school teacher can be constructed and agreed upon which may vary in different contexts and cultures. What is the idealised image of a school teacher in India in the beginning of the 21st century? A few aspects of such an image are briefly discussed below:

There has been a tradition of considering 'teaching' or 'imparting instruction', as the only function of a teacher. In this tradition, 'teaching' is generally visualized as 'transmission of knowledge and information' which leads to learning by the students. However, the conceptualization regarding the roles and functions of a teacher and the nature of 'teaching' has gradually undergone a change, and its implications for the system of teacher education can no longer be ignored. The fact that teachers all over the world need to look for new perspective in the 21st century has been aptly highlighted by the Delors Commission in its report entitled, "Learning: The Treasure Within (1996)".

In the context of the present day school realities and current discourse relating to the aims and objectives of education, a school teacher in India today is expected to be a :

- facilitator of learning
- classroom manager
- mobiliser and manager of resources
- researcher and innovator
- mentor and counsellor of pupils
- developer and appraiser of teaching learning material
- planner and organizer of co-curricular activities
- service provider for the community and parents, and
- designer and organizer of pupil evaluation

The educational discourse during the past few decades has

highlighted that in view of unprecedented explosion of information, a teacher today cannot afford to remain its mere transmitter. Instead, he should enable the students to locate and analyze the requisite information on their own. He is expected to create such situations as shall enable them to learn on their own. In other words, he is expected to organise his teaching in such a way that it leads to 'real' learning rather than mere memorisation. A teacher keen to perform the role of a facilitator of learning has to make conscious and planned efforts to encourage self study and self learning among his students.

To succeed in facilitating learning, a teacher ought to be an effective classroom manager. He should be in a position to create and sustain students' interest in learning. He is also called upon to mobilize the requisite resources and make optimum and appropriate use of the available resources including the time at his disposal for the transaction of curriculum.

Like all other professionals, a teacher is likely to face a variety of problems in various aspects of his job, which, besides facilitating learning also involves dealing with the pupils, parents, colleagues, community, and mobilization and management of resources. He is expected to find context specific solutions to his problems through his own efforts involving systematic investigation, analysis and reflection. Besides, progress of any field depends on the innovative efforts of some individuals who dare to deviate from the beaten track. Thus, to be effective, a teacher in the present times ought to be a researcher as well as an innovator.

We are living in an age of anxiety. The incidence of stress related problems is continuously rising because of ever increasing disharmonies in the family life at the micro level and in the social life at the macro level. The wide gap between aspirations and capabilities in an environment characterized by competition among different components

of the society exacerbates the stress generated maladjustments. A child carries his social and emotional problems to the school where his performance as a learner is likely to be affected adversely because of his problems. In view of this, a teacher is called upon to look after the mental health of students by assuming the role of their mentor and counsellor.

It is sometimes argued that the teachers who are called upon to teach curriculum should have the freedom to develop the curricula and teaching learning material matching the level of cognitive development of their students. This contention, no doubt, has some merit on theoretical considerations, but in practice, other considerations of uniformity, comparability, mobility, societal goals and aspirations necessitate some amount of centralized planning and designing of curriculum. The model of curriculum development in vogue in India today involves enunciation of broad curricular policies at the central level, preparation of detailed syllabi and textual material at the state level and implementation of the given curriculum at the institutional level. Thus, the teachers, by and large are concerned only with the transaction of curriculum in schools and their participation in the preparation of syllabi and text books, if any, is just nominal. However, teachers are expected to have the competence to prepare supplementary or additional instructional material for the use of students. They are also expected to have the competence to evaluate the 'given' material against pre-determined criteria. In view of these expectations from the teachers, it becomes imperative for the teacher education institutions to ensure that the prospective teachers are provided learning experiences for the development and evaluation of curricula and curricular material.

A teacher's job in the present times is not confined to mere teaching of one or two subjects of the syllabus. He is expected to gear his work in the school to the realization of the widely accepted goal of education, that is, child's total development. There is hardly any

reservation about the usefulness of the role of co-curricular activities for the realization of various educational objectives. Above all, organization of a variety of co-curricular activities in the school makes the school life lively for students and also enhances the holding power of the school specially at the elementary stage. A teacher education institution, therefore, must formulate plans and strategies for the development of competencies relating to the planning and organization of co-curricular activities among prospective teachers.

In a democratic and open society, it is neither possible nor desirable for an educational institution to function in isolation from the community. The school has the right to mobilize and utilize the community resources required for its effective functioning and in turn it has the obligation to serve the community in a variety of ways. A meaningful and focussed partnership between the school and the community, specially the parents of children, is an essential pre-requisite for the proper functioning of an institution. A teacher education institution, therefore, is expected to develop such competencies among prospective teachers as will enable them to interact with the community to elicit its support and provide extension services for the benefit of the community including parents. Parental education may form an important component of the extension services to be provided by the school.

The appraisal of pupils' performance and achievements is one of the major responsibilities of a teacher. The outcomes of appraisal at any point of time need to be utilized for the refinement and reorganization of the process of teaching. Thus, the processes of evaluation and teaching cannot be separated from each other. Therefore, it becomes imperative on the part of a teacher education institution to conduct pupil evaluation, which ought to be continuous and comprehensive.

3.2.3 Emerging Perspectives in Pedagogy

Educational researches in different parts of the world have been continuously striving to develop new perspectives in pedagogy, that is, techniques, methods and strategies of teaching and instruction. In educational literature, models of teaching, instructional strategies and teaching skills have been discussed extensively. The practice of a few instructional strategies and teaching skills is still relevant for the prospective teachers. In addition, the concept of child centred education needs to be operationalized and the prospective teachers ought to be prepared to use child centred pedagogies for the transaction of prescribed curriculum. Implications of child centred pedagogy for various educational processes like curriculum development, classroom teaching need to be highlighted. Its use by a teacher is essential to place the child in the position of a constructor of knowledge and self-learning individual. The approach makes children's stay in the school comfortable and enjoyable, and therefore, enhances the holding power of the school which is absolutely essential for realizing the goals of SSA. The National Curriculum Framework for School Education (2000) highlighted the need and importance of 'culture specific pedagogies' for enhancing the relevance and effectiveness of the process of curriculum transaction. The National Curriculum for Quality Teacher Education (1998) highlighted the need of 'Pedagogical Analysis' for producing 'reflective teachers'. The teacher education curriculum must take note of such concepts and indicate strategies to prepare the prospective teachers for using them in their work.

3.2.4 Capacity of the Teacher Education System

The relevance of the curriculum of a teacher education programme depends to a large extent, on the capacity of the teacher education system to deliver the programme. The term 'capacity' is often operationalized in terms of resources available with an average teacher

education institution, both human and physical. The prescribed curriculum, however, ambitious or professionally sound, shall remain unimplemented if it is difficult to arrange the requisite resources. The competencies of the faculty of the teacher education institutions and the inadequacies and limitations of the system to upgrade their competencies through in-service education programmes should be taken into consideration while framing the curriculum.

In sum, a renewal exercise in respect of teacher education curriculum must be preceded by identification and articulation of conceptual parameters which must inform thinking about various components of the curriculum. It has been highlighted in the present chapter that concerns and perspectives of school curriculum idealized image of a teacher, capacity of the teacher education system and emerging trends and developments in pedagogy should be the guiding principles for the renewal of teacher education curricula.

4. DIPLOMA IN ELEMENTARY EDUCATION : CURRICULUM FRAMEWORK

4.1 Introduction

The existing elementary teacher education programme of two years' duration after twelve years of general education is likely to remain the most common and predominant programme for the preparation of elementary school teachers in the near future as senior secondary is considered 'good enough' qualification for teaching at the elementary stage. The curriculum of the programme may be as under :-

4.2 Objectives

The programme aims at preparing teachers for the entire elementary stage (class I-VIII). The products of this programme should be capable of teaching all subject areas upto class V and two subjects at the upper

primary stage (VI-VIII). More specifically, the following shall be the objectives of the programme :

- To enable the student teachers to understand the socio-cultural context of educational policies and practices and reflect on the problems and priorities of elementary education in the contemporary and emerging Indian society.
- To enable the student teachers to understand the process of growth and development, specially the process of learning of children of the age group 6-14 years.
- To prepare the student teachers for performing different roles expected of an elementary school teacher, that is, the role of a facilitator of learning, classroom manager, curriculum developer, researcher, counsellor, community worker and mobilizer of resources.

4.3 Broad Components of Curriculum

The curriculum of the D.Ed. programme should have the following five broad components :

- A. General Education Courses
- B. Pedagogic Courses
- C. School Experience Programme (SEP)
- D. Practical work relating to :
 - (i) Sessional Work (Projects and Assignments)
 - (ii) Information and Communication Technology (ICT)
 - (iii) Non-scholastic Areas viz. Visual and Performing Arts, Work Experience, Health and Physical Education
 - (iv) Co-curricular Activities
- E. Internship

4.3.1 General Education Courses

The 'practice' component of any profession ought to have a distinct knowledge base which is often named as the theoretical component of the programme. The theoretical component is further split into different courses for the sake of organizational convenience and to keep related components together under different broad headings. In the light of objectives of the programme mentioned above and the roles and responsibilities of a teacher in the present times, the general education courses may be organized as under:-

1. Elementary Education in Contemporary India
2. Theory and Practice of Teaching and Learning
3. Curriculum, Evaluation and School Organization

1. Elementary Education in Contemporary India

The elementary school teachers should not only be familiar with the elementary education scenario in contemporary India but should also have the ability to examine the rationale and bases of various policy formulations and likely contributions of different strategies and programmes towards achieving the goals of elementary education. The emphasis on analysis and reflection is fully justified because of the teacher's desired image of a reflective practitioner. To fully appreciate the genesis and rationale of the current educational policies, goals, techniques, practices and content the teacher must have thorough understanding of contemporary society – its nature, composition, evolution, cultural heritage, social, economic and political systems, scientific and technological advancements, concerns and challenges, vision and perspectives of future development, international relations, etc. In place of discussion of different schools of educational thought and contribution of different thinkers towards the evolution of educational thought in isolation, this course may include themes like contemporary and emerging Indian society, constitution and educational policies and goals, evolution and growth of elementary education – its content and strategies, education and national concerns and national development.

2. Theory and Practice of Teaching and Learning

Traditionally, teacher education programmes have included the study of educational psychology as one of the theory courses. Generally this course deals with the growth and development of an individual, mental abilities, theories, techniques and styles of learning, behavioral problems and adjustment, etc. However, the course on teaching and learning should make an attempt to highlight a holistic view of teaching – its nature, dynamics, styles and conditions conducive for effective teaching. Likewise, in the case of learning, it should highlight its nature, process, styles and techniques, relationship with development and teaching, factors facilitating learning and conditions impeding learning such as anxiety, stress, maladjustments, etc. In short, this course should prepare the prospective teachers to learn how to facilitate learning and how to play the role of a mentor and a counsellor.

3. Curriculum, Evaluation and School Organization

This course should aim at preparing the prospective teachers for participation in the process of curriculum development and for the organization of all types of pupil evaluation at different points of time during an academic session. The course should also help the prospective teachers to learn how to mobilize and manage resources and organize co-curricular activities in the school. Action research may also form a part of this course.

The course is expected to help the prospective teachers to understand the process of curriculum development in general and in India in particular, concerns and objectives of curriculum, preparation of curricular material, objectives and techniques of assessment and evaluation, construction of tests for formative and summative evaluation, assessment of child's development in different personality domains. The school organization component should aim at enabling the prospective teachers to evolve and use effective classroom management strategies to maximize students' learning, establish meaningful linkages

with the parents and community, mobilize community resources whenever and wherever necessary, manage their time judiciously so as to organize the planned activities according to the academic calendar of the institution.

4.3.2 Pedagogic Courses

The school curriculum at the primary and upper primary stages generally includes the study of two or three languages, mathematics, science and social studies. Besides, three subjects commonly known as non-scholastic areas, namely, art education, health and physical education and work experience also form essential components of school curriculum. However, the transaction of the curricula of these subjects primarily involves practical work and the theoretical component is the bare minimum. To meet the requirement of school curriculum, elementary teacher education, therefore, should help the prospective teachers revisit the content and study the pedagogy of scholastic subjects and undertake practical work relating to the non-scholastic subjects. It can be rightly assumed that the experience of practical work shall equip them to organize similar practical work for school students. Thus, this component of elementary teacher education curriculum should include :

Content and pedagogy of –

- (i) Language ₁
- (ii) Language ₂
- (iii) Language ₃
- (iv) Science
- (v) Social Studies
- (vi) Mathematics

Out of the six subjects mentioned above, the student should have the option to select two subjects for teaching at the upper primary stage (VI-VIII). The number of subjects for teaching at the primary stage will depend on the number of languages included in the primary school curriculum. This arrangement implies that every student teacher shall

undertake the study of the content of class VIII level in two subjects and of class V level in the remaining subjects. The study of school curriculum should not merely involve mechanical re-reading of the textbooks. Instead, it should involve critical examination of the syllabi and textbooks against the criteria of accepted principles of curriculum development discussed in the general education courses specially the course on curriculum and evaluation.

The student teachers should be helped to undertake pedagogical analysis of the subject matter they are required to teach during school experience programme. This shall necessitate identification of primary and secondary concepts or major points in the given content unit, achievable objectives, relationship with certain other units of the same subject or other subjects, appropriate instructional strategies and techniques, supplementary material required and possible use of formative evaluation as a step or stage in the teaching learning process.

4.3.3 School Experience Programme (SEP)

Experience at work site or in plant forms the core of any professional preparation programme. Obviously all components of the programme ought to be designed and conducted to address the core. In the case of teaching profession, the core is generally known as Practice Teaching, or School Experience. The concept of practice teaching has gradually given way to school experience, which is more comprehensive and professionally sound than the Practice Teaching as it attempts to provide experiences to the prospective teachers in respect of all the tasks a teacher is called upon to perform, while the practice teaching programme is confined to only one task, that is classroom teaching.

Components of School Experience Programme (SEP)

Like all other components of the teacher education programme, School Experience Programme, should also be planned and organized

around the different roles a teacher is expected to perform in the present times. Each role needs to be further spelt out in terms of tasks to be carried out by the teacher. Keeping in view the different teacher roles discussed earlier, the school experience programme must include the following:

- ☐ Classroom teaching in different contexts such as teaching in large size classes, small groups, multi grade situations, mixed ability classes, etc.
- ☐ Observation of teaching and other activities of regular teachers of the school and seeking clarifications or guidance from them on points of special interest.
- ☐ Observation of the teaching and other activities of the fellow student teachers and making observations and suggestions, if required. This in fact is a mechanism for mutual learning as it proves useful for the 'observer' as well as the 'observed'.
- ☐ Participation in the morning assembly and Bal Sabha (Periodic class/school assembly) as an observer and sometimes as a speaker, compere or as an organizer and sometimes preparing students for news reading, giving talks and presenting thoughts of the day, songs, etc.
- ☐ Identification of students in need of counselling on the basis of observation and discussion with teachers. The student teachers may prepare case studies of one or two identified children for which they may collect the requisite information from the concerned children, their parents, teachers and peers. On the basis of information gathered about them and insights gained about their problems, the student teachers shall devise strategies for providing guidance to enable them to find solutions to their problems.
- ☐ A teacher is also expected to be sensitive to the problems of students, fellow teachers and parents. The problems may also relate to students' learning, classroom management, school discipline, inter-personal relations, school attendance and absenteeism, relevance of curriculum

content and effectiveness of curriculum transaction. A teacher is expected to study the problems systematically to work out solutions or to initiate appropriate remedial measures. A student teacher should be required to identify a problem for systematic investigation or research, which, of course shall be of action research type. Besides, a student teacher, dissatisfied with the existing mode of curriculum transaction, may attempt an alternative mode or technique to achieve the desired results. If found useful and effective, the teacher may use the technique regularly and may also recommend it to the other teachers.

- ❑ The organization of various types of co-curricular activities also forms an important component of teacher 's responsibilities as it is considered essential to realize the objective of total development of child's personality. It is generally observed that all the teachers do not possess the same level of competence for the organization of such activities. The student teachers shall acquire the requisite organizational skills by observing the teacher educators and school teachers organizing various activities, and assisting them in their organization.
- ❑ The school is expected to seek parents' involvement and cooperation in all matters relating to the education of their wards such as their attendance in school and progress in studies. Besides parents, the school is also expected to ensure whole-hearted cooperation of the community, specially of the members of the Panchayati Raj institutions and area education committees, if any. The school staff should encourage the trainees to attend the meetings of parents and other committees as observers or as members of the organizing committee. They should also be encouraged to interact formally or informally, with the parents of the children whom they are teaching.
- ❑ Evaluation is an integral part of the instructional process. Teachers generally evaluate the progress of their students by conducting oral, written and/or practical examination. During the school experience

programme, the prospective teachers should be provided an opportunity to construct and use different types of evaluation tools and obtain the views of teachers, supervisors and peers before and after their use.

- Preparation of teaching learning material like work sheets, supplementary reading material, charts, models, educational games and compilation of comments and perceptions of students and teachers about the syllabus and the text books.

4.3.4 Practical Work

Like any other professional programme, the 'Practicum' or practical work forms an important component of the teacher preparation programme also. On the one hand it strengthens the understanding of concepts included in the general education courses and on the other it facilitates acquisition of such skills as teachers require for performing their different professional roles. The practicum component of elementary teacher education programme may have the following broad components:

□ ICT

During the past few years, ICT has played increasingly significant role in the affairs of human beings and of societies. It has impacted almost all aspects of human life but its use in the field of education has been rather slow and marginal in comparison to other aspects of human endeavour. To enable the teachers to exploit fully the potential of ICT as an effective tool of teaching and learning, the prospective teachers shall have to be simultaneously targeted along with the in-service teachers. The prospective teachers should be provided sufficient hands-on experience so as to enable them to access and use educational software, both on-line and off-line, for a variety of purposes such as preparation of projects and assignments and for accessing material relating to various education courses, methods of teaching and the curriculum of different school subjects.

It would be desirable to provide a minimum of 20 hours hands-on experience to each student teacher in a year. The teacher education institutions should accordingly work out the details of equipment and facilities required in the ICT laboratory.

□ **Sessional Work (Projects and Assignments)**

The syllabus of every theory paper includes a component of practicum. A number of projects or assignments are suggested in each paper and a student is required to select one or two projects/assignments of his choice. The objective of the selected project should be the strengthening of the understanding of the theoretical base of the unit concerned. In addition, the project work goes a long way in developing the habit of self-study. The students' facility with ICT shall prove helpful for accessing relevant information on-line.

The survey of educational facilities, needs and problems like status of non-enrolment, dropout, stagnation in a specified area; case studies of institutions, projects and schemes; survey of perceptions of teachers, parents and students regarding various educational issues; preparation of instructional and evaluation material; writing of book reviews and preparation of annotated bibliography are a few examples of the types of projects that the student teachers could take up.

□ **Non-Scholastic Areas**

Work experience, art education and health and physical education are essential components of school curriculum at the entire stage of general education, that is, for class I-X. There is general agreement among educationists as well as teachers that these areas, which are primarily activity based, contribute significantly to the realization of total development of child's personality. The inclusion of these areas in the teacher education curricula serves the following purposes :-

- The development of an individual's personality is a life long process. The student teachers' participation in various activities emanating from these areas shall help them in further development of their personality.
- The study of these areas shall equip the student teachers to teach other subjects more effectively.
- The study of these areas shall equip the student teachers to organize a variety of activities with school children.

The non-scholastic areas need not be included in the category of 'content-cum-methodology' courses as that will necessitate inclusion of 'pedagogy' of these areas in the syllabi. This shall make the curriculum 'heavy' for student teachers. Moreover, it can safely be assumed that by participating in various activities related to these areas, the student teachers will be adequately equipped to organize similar activities with the children of primary stage (class I-V).

❑ **Co-Curricular Activities**

The importance of co-curricular activities in school education can hardly be exaggerated. It holds true in the case of teacher education institutions also. The organization of a variety of activities in a teacher education institution shall enrich the institutional life and make it more stimulating.

The co-curricular activities have the potential to help the students to develop such competencies, skills, attitudes and values which they may not develop through the study of different subjects included in the syllabus of the course they are pursuing. In some situations, they may play a supportive role by further strengthening the realization of educational objectives achievable through the study of different subjects.

The co-curricular activities to be organized in an educational institution need to be linked to societal and educational concerns. For

example, the concern regarding increasing erosion of values in the society has been repeatedly articulated by various commissions, committees and policy documents. It is often pointed out that the loosening of the moral and social fabric of the society is leading to numerous social evils like corruption, violence, intolerance, social insensitivity, etc. The educationists and social scientists perceive 'value education' as an effective antidote to social evils and a potent means for nation building. However, a broad consensus has emerged in the country that 'value education', need not be treated as a separate curricular area. Instead, it should be integrated with the curriculum of all the subjects. In fact, the education of values should permeate the entire school life comprising classroom teaching, organization of co-curricular activities, organizational climate and general ethos of the institution.

At any point of time, there are quite a few societal concerns which compete for a space in the school curriculum and then as a natural corollary to it, in the teacher education curriculum. There is now a broad consensus that the themes like environmental protection, human rights including children's rights, life skills including legal literacy and awareness about consumer rights and health related problems must become integral part of the curriculum of schools and teacher education institutions. All the themes mentioned above can be integrated with the study of different general education courses and methodology courses. However, to further strengthen the coverage of such themes, a variety of co-curricular activities, such as, debates, symposia, elocution contests, talks, celebration of important days, dramatics, poetry recitation contests can be organized around them. The responsibility for the organization of such activities may be assigned to different houses, clubs and societies of students and teachers.

4.3.5 Internship

In many professional courses, post course internship of a pre-specified duration constitutes an essential component of the professional

preparation programme. It is argued that 'internship' provides an opportunity to a prospective professional to gain practical experience under the watchful eyes and guidance of experienced professionals. In pre-service teacher education programmes in India the concept of post course internship of a longer duration has not yet gained currency. In some states, the school experience programme of 3-4 weeks duration during the programme is sometimes labelled as 'internship'. There is a need to introduce a system of internship of at least six months' duration after the completion of the course. During the internship the student teachers must be paid some stipend, as they will be required to work as full time teachers. On the successful completion of 'internship' in a school, the students should become eligible for the award of diploma or certificate. The teacher education institution should lay down detailed criteria for the evaluation of students' performance in the internship programme. The school headmaster shall issue 'completion certificate' after assessing the students' achievements against the criteria provided to him.

5. DEGREE LEVEL PROGRAMMES IN ELEMENTARY EDUCATION : CURRICULUM FRAMEWORK

5.1 Introduction

The need for offering elementary teacher education programme in the university sector has been felt for a long time to raise its status and thereby for professionalizing 'teaching' in elementary schools. The proposed programme in elementary teacher education is in line with the prevalent trends in many countries where the same degree level teacher education programme with different specializations is in vogue for the preparation of teachers for different stages of school education. The programme is also in accord with the recommendations of Yash Pal Committee (1993) which had favoured replacement of the existing multipurpose B.Ed. programme by a programme with multiple specializations. After teaching for a few years in the elementary schools,

these students, after upgradation of their academic and professional qualifications, can become teacher educators, researchers and administrators in elementary education. The in-built provision for upward mobility in the profession is a major highlight of this programme. But the opportunity for career progression is not available to the graduates of non-degree programmes, as they shall have to acquire the B.Ed. degree before they are considered for appointment as secondary school teachers or as supervisors in the elementary education sector. Above all, this programme in the long run, may prove instrumental in the development of elementary education as a distinct area of study or specialization within the broad field of education.

The degree level programme can either be of two years' duration after graduation or an integrated programme of four years' duration after senior secondary. The duration of two years of the B.Ed. (Elementary) is essential as like D.Ed. programme, this programme also aims at preparing teachers for the entire elementary stage, that is, both primary and upper primary stages.

5.2 B.Ed. (Elementary)

The objectives of the two years' B.Ed. (Elementary) are :

5.2.1 Objectives

- ◆ To prepare the students to reflect on the problems, issues and priorities of elementary education in the socio-economic and cultural context and goals of contemporary India.
- ◆ To prepare the students to reflect on the problems, issues, priorities and modalities of elementary teacher education in the country.
- ◆ To enable the students to understand the context of different policies and developments in education.
- ◆ To prepare the students for teaching all subjects at primary stage and two subjects of their choice at the upper primary stage.

- ◆ To prepare the students to perform effectively different roles expected of a teacher in present times, like the role of a facilitator of learning, classroom manager, researcher, counsellor, organizer of activities, mobilizer and manager of resources, etc.

5.2.2 Broad Components of Curriculum

Like other teacher education programmes the curriculum for this programme shall also have the following components :

- ◆ General Education Courses
- ◆ Pedagogic Courses
- ◆ School Experience
- ◆ Practical Work
- ◆ Internship

➤ General Education Courses

- (i) Elementary Education in Contemporary India
- (ii) Theory and Practice of Teaching and Learning
- (iii) Curriculum Evaluation and School Organization
- (iv) Elementary Teacher Education

The rationale, objectives and scope of general education courses have already been explained in section IV dealing with D.Ed. programme. However, inspite of common rationale and objectives of the D.Ed. and B.Ed. programmes, there shall be differences in the scope and coverage of course outlines because of the difference in the educational background and maturity level of the students enrolled in the two programmes.

The course 'Elementary Teacher Education' has been included in the curriculum as the graduates of this programme may compete for faculty positions in elementary teacher education institutions, as and when they fulfil other eligibility conditions prescribed for the same. The course aims at enabling the student teachers to analyze and reflect on

the relationship between elementary education and elementary teacher education, and also between the socio-cultural context and social and professional objectives of the course. The course should also help the student teachers to understand the current scenario of teacher education – its rationale, underlying assumptions, structure, etc. It should specially lay emphasis on training methodologies, that is, the methodologies used by teacher educators for the preparation of teachers for elementary schools. The course should also emphasize the procedures and techniques used for the transaction of curriculum in teacher education institutions.

➤ **Pedagogic Courses**

The student teachers of this programme should be required to specialize in the pedagogy of one or two languages, science, social studies and mathematics at the primary stage (class I-V) and two subjects at the upper primary stage (class VI-VIII) of school education. The inclusion of content of the concerned school subjects does not appear to be necessary as the students have already studied these subjects at an advanced level. The students should be encouraged to identify and diagnose their weaknesses in the content, if any, and devise appropriate strategies to remove the same at their own level. These courses should enable the student teachers to reflect on the need for different strategies for teaching the same type of content at the primary and upper primary stages of school education in accordance with the level of children's cognitive development. In addition, these courses should also enable the student teachers to learn and use different strategies for the teaching of various components of a subject. For example, in the subject of social studies, different strategies may be required for the teaching of different components, that is, history, civics and geography. As a result of studying the pedagogic courses, the student teachers are expected to learn how to make appropriate use of different multimedia resources and co-curricular activities for the teaching of different types of content. The courses should also aim at developing competencies among the student teachers for undertaking pedagogic analysis of different units of school

syllabi in the subjects concerned. Lastly, the study of pedagogical courses should lead to the development of competencies required for the organization of formative and summative evaluation in the subjects concerned.

The study of pedagogic courses should also aim at enabling the student teachers to examine the relationship between theory and practice of education, that is, between the principles enunciated in the general education courses and the strategies or techniques highlighted in the pedagogic courses.

➤ **School Experience Programme**

The school experience programme rather than 'practice teaching' need to be organized during the course for at least 30 days. The student teachers should be required to attend the elementary schools like full time teachers and participate in all the activities of the school under the guidance and supervision of 'mentor' teachers and with the support of the school headmaster and faculty supervisors. All efforts should be made to provide varied experiences to the student teachers so as to prepare them for playing multiple roles during their later professional life. As mentioned in section III, an elementary school teacher in India in the present times is expected to play the role of a learning facilitator, classroom manager, mobiliser and manager of resources, counsellor and mentor, organiser of co-curricular and extension activities, researcher and innovator and an evaluator of pupil learning and achievements. Besides classroom teaching, the student teachers should be involved in the observation of teaching of regular teachers and fellow student teachers.

The teacher education institution must prepare the student teachers before the commencement of school experience programme in a school. The preparatory phase of approximately two weeks' duration should comprise organization of demonstration and discussion lessons; classroom observation, micro teaching and teaching in simulated situations,

organisation of workshops on action research and innovations, guidance and counselling and preparation of teaching learning material. The units in general education courses having direct relevance for various components of school experience should be discussed before sending the student teachers to the practicing schools. Keeping in view the objectives of the programme, the student teachers should be required to deliver lessons both in primary and upper primary classes and in as many contexts as possible.

The components of school experience programme discussed in section IV for D.Ed. programme are equally relevant for this programme also.

➤ **Practical Work**

Like other teacher education programmes, namely the secondary teacher education programme (B.Ed.) and elementary teacher education programme (D.Ed.), the 'practicum' component of the present programme should comprise practical work relating to the following:-

- (i) I.C.T. in education
- (ii) Sessional Work (Projects and Assignments)
- (iii) Non-Scholastic Areas (Work experience, health and physical education and arts education)
- (iv) Co-curricular Activities

The rationale, objectives and modalities for the organization of the above as discussed in the present paper in section IV dealing with elementary teacher education programme (D.Ed.), are relevant for this programme also. However, the nature and scope of different activities should be commensurate with the educational background and mental level of the students on the one hand and time and facilities available with the institution, on the other.

➤ **Internship**

In our country the concept of post course 'internship' has not yet gained currency in the context of teacher preparation programme, although it forms an integral part of many other professional preparation programmes. It is argued that 'internship' provides an opportunity to a prospective professional to gain practical experience under the watchful eyes and guidance of experienced professionals as during the programme the students are primarily occupied with the study of 'theory courses and organization of practical work. The time earmarked for School Experience' is bare minimum and therefore, is barely adequate for providing rudimentary level of experience in respect of various teacher roles and tasks. To professionalize teachers' preparation there appears to be a strong need and justification for the introduction of a system of internship of at least six months duration after the completion of the course. During internship, the student teachers may be paid a reasonable amount of stipend as they will be required to work as full time regular teachers. The student teachers should be eligible for the award of 'degree' after the successful completion of internship.

The General Body of NCTE recently considered this issue and decided to include on-the-job training in the elementary teacher education curriculum so as to equip the teacher trainees to understand the local socio-cultural contexts, become familiar with the regional language and develop abilities to interact with the local communities. The duration of the on-the-job internship period should be around six months or a full academic session as may be feasible in the concerned state.

5.3 Integrated Bachelor of Elementary Education (B.El.Ed.)

The duration of this programme shall be four years with senior secondary (+2) as the entry qualification. The integration of pedagogical preparation of future elementary school teachers with their own general education of the level of first degree are the unique elements of this

programme. The integration is designed to reflect on the content of different subjects from an evolving perspective of educational and pedagogical theory. The long duration of the programme enables the student teachers to initiate their own enquiry and reflect on their own strengths and capacities. The interdisciplinary courses of study and project work ensure that the students get an opportunity to develop initiative and stamina for self study. The programme has the in-built provision for the vertical mobility of the student teachers in their academic career as it aims at developing a cadre of professionals in elementary education including competent school teachers, teacher educators, researchers and administrators.

The programme at present is being offered by a few degree colleges affiliated to the University of Delhi under the academic guidance of the faculty of Education of the University of Delhi. The universities desirous of offering this programme may adapt the curriculum prepared by the University of Delhi to suit their local specific needs.

APPROACH PAPER FOR SECONDARY TEACHER EDUCATION

Curriculum Renewal

1.0 Introduction

1.1 The National Council for Teacher Education (NCTE) published "Curriculum Framework for Quality Teacher Education" ("Curriculum Framework" for short) in 1998. The Curriculum Framework listed four imperatives viz.

- to build a national system of teacher education based on India's cultural ethos, its unity and diversity synchronising with change and continuity;
- to facilitate the realization of the constitutional goals and emergence of the new social order;
- to prepare professional competent teachers to perform their roles effectively as per needs of the society; and
- to upgrade the standard of teacher education, enhance the professional and social status of teachers and develop amongst them a sense of commitment.

In view of the constitutional goals and the variety of problems faced by the nation, the Curriculum Framework recommended that "A comprehensive, dynamic and responsive system of teacher education needs to be *continually* evolved keeping overall scenario in view."

The four imperatives listed above remain relevant even today and they provide direction to the development of education in general and that of teacher education in particular. However, these four years (1998-2003) have been quite eventful and various developments across the globe have brought into

focus new concerns that would engage the attention of any dynamic system of education. These new concerns are bound to influence the school education curriculum and therefore teacher education.

- 1.2 The relationship between teacher education and school education is essentially synergic. Developments in society necessitate changes in school education; these in turn affect teacher education. The National Curriculum Framework for School Education (NCFSE), published in 2000 re-affirmed the major concerns raised in the National Policy on Education 1986 (revised in 1992) and highlighted social cohesion, secularism and national integration as central issues. NCFSE (2000) sought to make school education more relevant for addressing these concerns in a fuller measure. Professional support from teacher education system can prove critical for proper implementation of NCFSE. Consequently, teacher education programmes even though revised in 1998, need to be re-examined and the central concerns highlighted in the NCFSE need to be incorporated in teacher education programmes. Emphasis on content knowledge of various school subjects, proper integration of school subjects and pedagogy, and a strong component of “evaluation” are necessary in teacher education programmes to facilitate proper implementation of NCFSE and for attainment of its objectives.

2.0 Issues in Secondary Stage PSTE

Some of the issues related to secondary stage PSTE have been discussed from time to time but no action has been taken to address them systematically. These issues, therefore, remain unresolved even today. The following are the major issues that need to be addressed on priority so that secondary stage pre-service teacher education programmes can be improved professionally.

2.1 Duration : The issue of increasing the duration of secondary stage PSTE programme to two years surfaced many a time before the establishment of National Council for Teacher Education. The Curriculum Framework (1998) highlighted this issue by stating "through the national consultations initiated by the NCTE, a strong consensus emerged in favour of enhancing the duration of B.Ed programme from one year to two years' (p.61).

The argument for two-year B.Ed programme was based on the new curriculum, especially the compulsory theory courses, the updated competencies, more comprehensive classroom teaching and school experience programme, field work, community interaction programme, transformation of transactional strategies and internship. It was further felt that development of competencies to enable teachers to perform their various roles in the contemporary context further strengthened the argument for enhanced duration of the programme. The Curriculum Framework (1998) further emphasized that increased duration of the B.Ed programme would provide a strong base for those inclined to pursue the higher programme for becoming teacher educators.

2.2 Standards of Examinations : Excepting only a few teacher education institutions, the standards of examinations in pre-service teacher education programmes are too low to promote professional rigour. There have been many instances of candidates joining secondary stage PSTE programme pretty late and completing the mandatory number of lessons for classroom teaching somehow, yet these candidates were able to qualify in the University examination and perform quite creditably. Many of these candidates were able to achieve first division marks. These instances support the

impression that in teacher education programmes candidates generally do not fail and they usually get marks above 60%. Teacher education examinations seem to be too easy and candidates do not find them challenging. The NCTE Act (1993) vide Section 12(g) charges the NCTE to 'lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and, schemes of courses or training'. Teacher education examinations are, by and large, mostly paper-pencil tests, they emphasize theory instead of competencies and skills, cognitive as well as professionals. The NCTE would like the focus of examinations to shift from mere memorization of facts and knowledge to competencies special to the teaching profession. Communication skills i.e the ability to describe, explain, justify, analyse, synthesize and evaluate should be treated as primary and central rather than of no consequence. In order to gain credibility, examinations in teacher education must be based on the objectives of secondary PSTE programme. The assessment of the candidates' performance at the examinations must be highly reliable and valid. At present, these examinations promote skepticism instead of faith, of the candidates and also of the employees.

2.3 Scope : There is yet another anomaly in secondary stage PSTE. Candidates enrolled for this programme are invariably asked to teach Grades VI-VIII and only occasionally, a few of them are allowed to teach Grades IX and X which is the lower component of secondary stage of schooling. Thus the bulk of candidates enrolled for B.Ed have their practice-teaching in upper-primary classes. The two-year elementary stage PSTE programmes in most states also claim to prepare teachers for Grades I-VIII. Thus Grades VI-VIII are common

to the elementary stage PSTE as well as secondary stage PSTE. This is not proper. Secondary stage teachers should be allowed to teach Grades IX-XII only. This anomaly remains even today and teacher education is yet to sort it out.

2.4 Inconsistencies in the Curriculum : If one examines the B.Ed. curriculum, one finds that over years, additional papers became part of the curriculum even when these were not justified. When the exercise of curriculum review is taken up, the focus is only on updating course content instead of removing inconsistencies in the programme. For example, quite a few universities have B.Ed curricula wherein courses on “History of Primary Education”, “Pre-school Education”, “Gender and Equity”, “Child Development” etc. are offered as optional papers. Due to these inconsistencies, the B.Ed programme seems to have lost its focus and become an all-purpose omnibus pre-service teacher education programme. Secondary stage PSTE should ideally have its entire focus on secondary stage education; unfortunately it isn't so.

To take another example, the B.Ed programme of the University of Delhi has a provision wherein candidates can opt for pursuing pedagogic courses at primary level (Level C) and have their practice teaching in primary classes i.e I-V. Even though Delhi has eight DIETs and quite a few private institutions for elementary stage teacher education, this component i.e Level C of the B.Ed programme continues even today !

2.5 Education of Secondary Stage Teacher Educators : There is no denying the fact that if secondary stage PSTE is to improve its quality, become more socially-responsive and have greater professional rigour, then teacher educators for secondary stage PSTE must be professionally competent

for preparing secondary stage teachers and developing their stage-specific competencies and skills. This would be particularly desirable in the context of policy decisions regarding learner-centred education, inclusive education and the use of ICT resources for improving teaching and learning. In order that these priorities become centre-stage, the education of teacher educators too would need to be re-planned. The programme objectives for the education of teacher educators need to highlight competencies related to various emerging new concerns. The secondary stage teacher educators would thus need to update their knowledge and develop their competencies so that they are able to demonstrate how these concerns can be dealt with by their students in various classroom as well as school situations. Besides, the secondary stage teacher educators should be able to guide their students in the use of appropriate teaching-learning techniques and motivate them to master these. The teacher educators should further be able to motivate their students to become self-regulated learners. They should be able to devise and put into practice a scheme of how various teacher competencies can be reliably assessed and differentiated. Lastly, they should develop their expertise to contribute to and enrich the institution's vision of teacher education, participate in annual programme reviews and lead the exercise of curriculum renewal individually and also as a member of the faculty team. Each teacher educator should be able to demonstrate through personal example what it means to be a reflective practitioner.

2.6 In-service Teacher Education (ISTE) : In-service teacher education is indeed a challenging and at the same time an urgent task. The magnitude of the task in providing ISTE on regular basis appears unnerving. A large number of

teachers needs it. Untrained teachers already inducted and still being inducted in the system make it almost unmanageable. Unless teacher education institutions take it up as a mission and plan it as a regular feature of their programme, it just cannot be accomplished. To start with, in-service teacher education programme was entrusted to DIETs, SCERTs, CTEs and IASEs but this arrangement cannot go on for ever. The only way to make in-service teacher education a regular and permanent programme would be to ensure that all TEIs share this responsibility. Secondary stage TEIs should consequently be enabled and encouraged to run need-based customized ISTE programmes throughout the year. State level advocacy initiatives need to be taken and pursued to make it a reality.

3.0 Emerging New Concerns

Due to fast pace of change in society, the nature of change has undergone a change. Globalization and open market economy have unleashed forces that compel us to re-examine our premises. The new concerns that have emerged during the last 5 years have confronted teacher education with fresh challenges. Chief among these are described below:

3.1 Constitutional Goals, Duties and Rights

“To constitute India into a sovereign, socialist, secular and democratic republic and to secure to all its citizens: justice – social, economic and political; liberty of thought, expression, faith, belief and worship; equality of status and of opportunity; and to promote among all fraternity assuring the dignity of the individual and the integrity of the nation” – these words give voice to the aspirations of our nation as it would like to evolve itself and ensure social, economic and political conditions that would enable its citizens to live with dignity, realise their potential and contribute to the welfare of the

nation and their fellow beings. Needless to say that these goals enshrine a vision for us as a nation, give direction to its governance and they constitute the criteria on which our progress as a nation is to be assessed. Education is a means to national development – social, economic as well as political. The national goals envisaged in our Constitution can be served by our education system and through education, all citizens can learn to cherish India's commitment to uphold secularism, its composite culture and plurality of religions, respect differences and diversities in our beliefs and ways of life and take pride in our being Indians.

Tolerance and living together harmoniously have been our cherished traditions. Of late, fundamentalism has tried to thwart these traditions. Education can contribute a great deal and enable our citizenry to make conscious efforts towards social cohesion and use our multiculturalism and religious pluralism as assets in our national solidarity and our march towards progress.

It is a truism that Indians as a nation are obsessed with their rights and oblivious of their duties. Ideally, a citizen should be equally conscious of one's duties as well as rights. Article 51 A of our Constitution lists the following fundamental duties of a citizen :

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;

- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
- (k) Who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

It can be easily seen that if these fundamental duties are highlighted by education and supported by school-community collaboration and if children are guided by these through the day-to-day corporate life of school, our communal and national life would undergo tremendous change for improvement. Almost all these fundamental duties have been derived from the concept of responsible citizenry and education can play a lead role in shaping young learners into responsible citizens. While the first four duties promote unity and integrity of our nation and the supremacy of the Constitution, the fifth one

promotes communal harmony and respect for our diversities and the seventh upholds the sanctity of healthy environment. Of the eleven fundamental duties listed in the Constitution, two viz., (h) and (j) are directly addressed to educational institutions and their functionaries. Pursuit of excellence and cultivation of scientific temper and the spirit of inquiry and reform concern values that cut across various professions.

While our fundamental and human rights are meant to enable us to live life with dignity and the way one would want to, our fundamental duties are focussed on creating a participatory communal and national life without which these rights cannot be enjoyed by each one of us, the mighty and the meek, the high placed and the low placed. If education can inform learners about their rights and make them willingly accept their duties and live their life by them, it would have successfully and truly served the state and the nation.

3.2 Learner Centred Education

Under the impact of constructivism, it is now widely believed that in order to be meaningful, the education process must be learner-centred. It should enable each learner to learn as best as (s)he can and help him/her go as far as possible. Learner-centred education at the secondary stage can enable learners to construct their knowledge on the basis of their experience; it can facilitate the development of thinking, hypothesizing and problem solving. The National Policy on Education 1986, modified in 1992, recommended “a warm, welcoming and encouraging approach” as “the best motivation” for the learner at the primary stage. The secondary stage education should therefore be largely based on activities that learners perform and participate in. Research has established that human beings learn whole heartedly when

they learn according to their interests and needs in a relatively non-threatening atmosphere and in group situations involving abundant peer interaction and culturally relevant whole activities.

According to UNESCO, learner-centred education serves the individual learner and consequently the whole society. It can check stagnation as well as drop-outs – two problems that have plagued Indian education for a number of years. Learner-centred education negates instruction based on “one size fits all” approach. It expects teachers to teach each learner according to one’s interests, abilities and preferred learning style. Learner-centred education at the secondary stage can lead to cooperative learning and help create people oriented society wherein differences are accepted and respected. Learner centred education takes the learner as (s)he is, respects him/her and is based on a concern for the learner’s rights and welfare. Learner-centred education becomes all the more important in the context of Howard Gardner’s theory of multiple intelligences. According to Gardner, human intelligence can be predominatly linguistic, musical, logico-mathematical, spatial, bodily-kinesthetic or personal. The implications for education of children of diverse intelligences are consequently different and far reaching. Learner-centred secondary education can provide customised learning experiences so that learners’ unique potentials are developed optimally to serve society and enrich human life.

Besides, learners differ from each other in terms of their preferred mode of learning. The predominantly visual learner will not be able to learn optimally if classroom teaching is predominantly oral or even activity based. Therefore, emphasis on learner-centred approach can sensitize teachers

to the diverse learning modes learners prefer to learn through. The secondary stage pre-service teacher education programme should therefore not only familiarize students with various types of individual differences among learners but also equip them to provide for these differences through appropriate teaching-learning strategies.

3.3 Inclusive Education

The National Policy on Education 1986 (revised in 1992) made specific recommendations and formulated guidelines for providing inclusive education to challenged learners. Inclusive education seeks to integrate the physically and the mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence... "NPE 1986 recommended that wherever feasible, the education of children with motor handicaps and other milder handicaps will be common with that of others..." In the context of teacher education, it recommended that "teacher training programmes will be re-oriented, in particular, for teachers of primary classes, to deal with the special differences of the handicapped". That was sixteen years ago! The ground realities haven't changed much even today. It is wrong to take the stand that inclusive education needs to be provided at the primary stage only. In fact, inclusive education needs to be incorporated at all stages of education, especially school education.

In its Salamanca Statement, UNESCO (1994) advocated that "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote and nomadic populations, children from linguistic, ethnic or cultural

minorities and children from other disadvantaged or marginalized areas or groups". It further highlighted the emerging consensus that "children and youth with special educational needs should be included in the educational arrangements made for the majority of children."

It can be easily appreciated that the UNESCO concept of 'inclusive education' is very comprehensive and that it does not limit it to the educable challenged learners only. Inclusive education is now to be taken as an idea that has irresistible appeal, an idea that has arrived. It has obvious implications for secondary stage teacher education. All students who join secondary stage pre-service teacher education programme must be equipped with skills to provide inclusive education in integrated settings to all children irrespective of the nature of challenge faced by the challenged learners.

The challenge of providing inclusive education in secondary schools calls for a total commitment to the culture of learner-centred education and all that it implies. The challenged learners can be viewed as learners with special educational needs. Learner-centred education at the secondary stage can provide for all learners; it is beneficial to all of them and therefore to the community and the society. When secondary stage education becomes totally inclusive, the concern would be to enable each individual learner to attain realistic and achievable goals devised for each learner through participation in a rich and diverse repertoire of learning experiences. In this culture, learners would no longer be labelled as 'below average' or 'failure'. Inclusive education is rooted in the recognition of education as a common good and that every learner's education enhances and strengthens the nation and its human assets.

3.4 Value Education

Education involves ideas, beliefs and ideals and it should be essentially rooted in values. Yet value education has been voiced by various sections of intelligentsia and society as a priority area in education. Value education involves 'becoming' and is concerned with deeper recesses of human personality. Merely knowledge about values is not enough; imbibing them at affective level and living them in ones' day to day behaviour is far more important. Contemporary Indian society can be best viewed as a 'troika' in the context of value education wherein the education system, the socio-political system and the economic system try to pull the cart of value education simultaneously in different directions.

Secondary stage pre-service teacher education programme (TEP) should aim at inculcating values of fairness, being just and impartial, willing involvement in school programme, soliciting participatory welfare of the society, and taking pride in being an Indian. The teacher education programme must highlight level-headed and balanced approach by student-teachers to all problems whether educational, social, political or economic. In view of learner centred education and inclusive education as focus areas in secondary stage PSTE, the programme should inculcate respect for the individual learner, whether challenged or normal, concern for learner's optimal development and welfare, and assuring a non-threatening and anxiety-free learning ambience in classroom and school, especially for the challenged learners. The programme should promote creation and maintenance of "free from ridicule" environment for the challenged as a value cherished by all teachers. Maintenance of communal harmony in classroom as well as school, and promotion of peace should also be promoted as values through secondary

stage PSTE. Communal harmony and peace have become essential in the world today because their absence would create strife-torn societies and make nations wage war against each other.

3.5 Sustainable Development and Concern for Our Planet

Today there is a greater than ever concern for increasing life-promoting qualities of the Earth and its environment. The educated individual realizes that development is the need of the mankind but he also appreciates that sustainability is the imperative for future. Natural resources are limited and these need to be used sparingly. The environment must not be polluted any more and the present levels of pollution must be decreased. Mahatma Gandhi rightly remarked "The Earth has enough to meet our needs but not enough to meet our greed". Clean potable water, pollution free air, lots of greenery in our cities and towns, adequate forest cover for our country, and renewable non-fossil sources of energy – these are our major concerns today and through education everyone whether young or old must be made a stakeholder in ensuring that our planet becomes more and more capable of sustaining and promoting bio-diversity and enhancing the quality of life. These concerns for sustainable development, ecological balance, protection of bio-diversity and life-sustaining capabilities of the Earth should become significant issues in children's education and secondary stage PSTE.

3.6 Community as an Educational Partner

Parents and community constitute two major stakeholders in education and teacher education. It is now increasingly being realized that school by itself cannot respond effectively to the complex challenge of children's education. The commercial media and educational institutions appear to be

influencing young ones almost in opposite manners. There is now an urgent need for schools to make families and the community active partners in school education. Learning to live together and to work together can be promoted effectively if teachers develop their skills for working with families and community and use community resources for making education meaningful and more relevant. Working with the community and making use of its educational resources can sensitize teachers to the problems of the community and help resolve them. Working with and in the community can help the young develop cooperative understandings about the community.

4.0 General Objectives of Secondary Stage PSTE

In view of the issues and concerns described so far, the general objectives of secondary stage PSTE will include the following :

- Development of capabilities for educating teachers who are committed to attaining the vision of Indian society as enshrined in our Constitution and inculcating values, duties and rights as presented in the Constitution;
- Sensitizing teachers for promoting social, cohesion, international understanding and concern for deteriorating environment;
- Transforming those who enroll themselves in secondary stage pre-service teacher education programme into professionally competent teachers capable of organizing classrooms on principles of learner-centred and inclusive education;
- Empowering teachers to cultivate rational thinking and developing scientific temper;
- Promoting critical awareness about emerging social concerns and realities;
- Development of professional teachers capable of furthering their professional development; and
- Development of organizational and managerial skills.

5.0 Specific Objectives of Secondary Stage Pre-Service Teacher Education Programme

The objectives of secondary stage pre-service teacher education programme are to enable the prospective teacher to –

- understand various educational issues in the context of emerging Indian society;
- understand the nature, purpose, influencing factors and problems of secondary education in contemporary India;
- describe teaching-learning process in the classroom and the various factors that influence it;
- understand adolescent learners, their needs, interests and peculiar problems and motivate them for learning;
- plan and organize classroom teaching through learner-centred techniques of instruction and inclusive education;
- organize effective wholeclass instruction and justify it;
- conduct pedagogical content analysis in subject areas and use it for facilitating learning in the classroom;
- use ICT resources, on-line as well as off-line, for day to day classroom teaching, remedial instruction and for providing challenging learning to the precocious;
- develop and select tests, evaluate and keep record of students' progress – cognitive as well as non-cognitive;
- adapt and develop additional learning/instructional material in subject areas;
- resolve classroom and school problems through action research;
- develop concern for fellow-learners, the society, and environment among students and encourage them to become responsible citizens;
- foster skills and attitude for involving the community as an educational partner and use community resources in education;
- become self-regulated learners, develop professional commitment and work as responsible professionals.

6.0 Curriculum Renewal

Any exercise of curriculum renewal must be based on a consensus about teachers' professional knowledge base and competencies. The following six questions can help us initiate discourse on this issue and arrive at a well-articulated consensus :

- What should teachers know and be able to do?
- Who should be selected for receiving professional preparation for teachers?
- What knowledge and skills should student-teachers be taught?
- What values and attitudes should teachers possess?
- How should the pre-service teacher education programme be organized?
and
- What pedagogy should be used in PSTE programme?

Three of these questions refer to teachers' knowledge-base, competencies and values. With the increasing professionalization of human services, teachers are now expected to work as professionals. Teacher education professionals, in collaboration with other service professionals if necessary, must identify the particular knowledge, skills, and values necessary for enabling teachers to do their job well. Such knowledge, skills and values should become the basis of teacher education curriculum. Shulman (1986) distinguished seven components of teachers' knowledge base : knowledge of subject matter, knowledge of allied subjects, pedagogical content knowledge, knowledge of curriculum, knowledge of learners, knowledge of educational aims, and general pedagogic knowledge. While one may differ about the nature of teachers' knowledge base and the number of its components there exists near unanimity that teaching being a profession, teacher education curricula must be derived from what teachers do as professionals. Besides, teaching profession must facilitate the professional development of its members. The question of teachers' value system, their attitude to their profession, the school, their academic subject matter, their students and the society in which they function and from which they get their students is no less crucial.

Secondary stage pre-service teacher education curricula over the last four decades have by and large conformed to a mould. This continues in spite of the decreasing relevance and utility of the mould. If teacher education shows hesitation in or inability to take the necessary quantum jump, it will fail our society, betray the need of the time, put itself in the dock and invite severe criticism. It is the need of the hour to formulate teacher education curricula based on the job profile of teachers in *more effective* schools. Otherwise pre-service teacher education programmes will not be able to equip teachers with the necessary knowledge base, values, and skills. Such teachers would soon become unemployable and consequently render pre-service teacher education redundant.

Information and Communication Technologies (ICTs) constitute another area of challenge that needs to be addressed by teacher education, particularly the secondary stage PSTE. Internet can be called the most revolutionary development after the invention of printing, so far as creation and sharing of knowledge is concerned. Internet has made it possible for learners to function as near equal partners in the education process. High-end developments in ICT have led to the concept of virtual classroom and on-line academic programmes. It is now possible to connect one's PC to the information super highway and share information with the world wide resources. Multimedia learning packages based on digital integration of text, visuals and animations have made outside-the-classroom interactive learning a reality for everyone who has access to these tools of learning. Available software can now help teachers develop multimedia lessons by accessing web through a low band width internet connection and make their classroom teaching more authentic.

ICT skills characterize the emerging contemporary life. ICT skills can function as the oxygen i.e. the essential support system of teacher education because they signify shift from single mode and single source of teaching and learning to multimedia mode and multiple sources. It is worthwhile to stress that ICT is being advocated here not as a knowledge

area to be mastered through lectures and books but as an essential skill area that has to be mastered through hands-on practice and governed by the needs and roles of classroom teachers. Thus viewed, it can function as a liberating force both for the teacher and the learner and it can make both near-equal partners in participatory, interactive process of teaching and learning. ICT skills can enable teachers to create evaluation portfolios for individual learners and plan their teaching more effectively.

International Developments in Teacher Education have become important for teacher education in India due to the impact of globalization and liberalization in education sector. In today's world, India has to compete internationally in order to make its mark. For this, Indian education system has to be at par with the best available in the developed countries. This applies to teacher education as well. Teacher education in India needs to be revamped, and its deadwood discarded so that it becomes completely functional and professionally relevant. This is particularly true of the secondary stage teacher education because it caters to that stage in school education where a firm foundation for higher studies in diverse disciplines is laid. If we look at developments in teacher education in relatively more advanced countries of the world, we find that :

- (a) theory component of teacher education curriculum is very functional; it has much greater relevance for what teachers are expected to know and to do;
- (b) teacher education is much more school-based than it is in India;
- (c) one-year courses are considered to be unsuitable for professional preparation that teachers need.

There have been other developments too but the above three are the major differences between teacher education there and that in India.

Internship is another issue that now needs to be discussed and

responded to systematically. Post coursework internship of six months is being proposed as a new feature of the Draft Approach Paper. There is hardly any profession that does not stipulate about one-year internship as a compulsory feature of the preparatory programme for grooming its new professional members. Teacher education thus far has chosen to neglect this important component of PSTE; it shouldn't do so now.

It is a truism that in the absence of considerable first-hand of teaching in schools teachers cannot develop their abilities to communicate effectively with their students who come from diverse backgrounds and have marked individual differences. In order to develop necessary competencies to organize and provide learner-centred education and inclusive education in school, it is essential that student-teachers work in schools on full-time basis so that they may develop their competencies initially under the guidance of seasoned teachers and later on become autonomous practitioners of the craft of teaching.

If the logic of internship holds good for all other professions, it should do so for teacher education too. In fact, by making six-month post coursework internship a compulsory component of PSTE, teacher education can become more professional. However, it is essential that the suggested component of post coursework internship is implemented and evaluated systematically and in a professional manner. Evaluation of students' performance during internship should be based on explicit and assessable criteria.

Besides, teachers need to be equipped to solve educational problems. This is particularly relevant in our context because of the size of our country and the tremendous differences across states in local specifics. Consequently, teacher education curricula need to be made functional and the theory component needs to be reduced and based directly on what is relatively most useful for teachers.

7.0 Various Components of the Programme

The proposed components of the programme are as follows :

A. Compulsory Theory Courses

These courses would sensitize students about

- Contemporary and emerging Indian society, constitutional goals for Indian education, individual and societal goals of Indian education, various social national and international concerns, various teacher roles and formative influences on Indian education.
- Teaching-learning process: various concepts; learner-centred education and inclusive education and techniques of motivating, observing and grouping learners;
- Techniques of educational evaluation, test construction, criteria of good tests, processing and analyzing test results and comparing learners and learner groups;
- Curriculum development; and
- Action Research

B. Pedagogic Courses : Pedagogy of two school subjects with emphasis on learner-centred and inclusive education techniques and pedagogic content analysis.

C. Optional Courses : One out of about six. These courses should help students pursue their areas of interest in education.

D. Practice of Teaching : At least forty lessons, twenty in each subject, based on a variety of topics and skills.

E. Co-curricular Activities, Work Experience and Community

F. Practicum and Sessionals on Components A-E above.

G. Post-coursework six-month internship.

8.0 Transaction of the Curriculum

In view of the objectives of the programme, especially development of various competencies, it is necessary that the lecture technique be used sparingly and techniques of active, participatory group learning and self-directed learning be used more frequently. ICT as a teaching-learning resource needs to be used almost habitually by teacher educators as well as their students. It is therefore necessary that at least 20 hours of hands-on practice in the use of ICT be provided to each student early in the programme so that students can become proficient users of ICT and enrich their learning. Tutorial, seminar, self-study and individual as well as group assignments and projects can be used effectively for transaction of the theory component. Whenever lecture is used as a transaction technique it should be supported by demonstration (i.e. Lec-dem) or by discussion (i.e. Lec-dis). Lectures should be planned properly.

Practice of teaching must be preceded by a preparatory phase during which orientation to the practice teaching should be organized followed by intensive practice in pedagogic content analysis, simulated and/or micro teaching along with peer feedback and discussion. Practice should also be provided to students in developing teaching aids with the help of ICT resources and using these in simulated short duration teaching sessions.

During the practice teaching programme, students should observe the regular subject teachers' classroom, peer teaching, maintain a learning journal, write post-lesson reflective analysis of one's performance and participate in all activities of the school. Students should observe adolescent students and develop skills to communicate and connect with them. Besides, each student should have first-hand experience of constructing achievement test, analyzing students' performance on it and providing remedial instruction. An action research on a classroom or school problem should also be completed by each student and its written report presented and evaluated.

A rich programme of curricular activities can make a tremendous contribution to wholesome personality development of students enrolled in secondary stage PSTE programme. Only too often, those already talented are seen to participate repeatedly in co-curricular activities while the shy ones are deprived of their benefits. A systematically planned programme of co-curricular activities should ideally enable each student to discover his/her talents, develop and use these to support their classroom teaching and make it more engaging as well as effective. Participation in co-curricular activities can help student-teachers not only discover and develop their personality but also master skills for effective classroom communication.

Work experience, another component of secondary stage PSTE, helps inculcate dignity of labour and ethics of dirty hands. All student-teachers must be encouraged to choose a particular type of work experience based on their inclination and interest. Through this work experience, students can be enabled to develop motor skills of a specific kind, deepen their interest and possibly discover a hobby that can help them relax truly after a busy work day. TEIs are therefore expected to provide a variety of work experience that enables each student to exercise option according to his/her peculiar interest and further explore and develop it.

The primary purpose of community work is to provide opportunities to students so that they may become sensitive to the needs and aspirations of the community in which the school is located and functions. Without developing this sensitivity, the teacher cannot ever hope to receive cooperation from the community as an educational partner. The community along with its households constitutes a primary group of stakeholders, ever watchful of and always evaluating what the school does. Community work should therefore be viewed as a set of invaluable opportunities that can enable teachers to develop their skills to work with and in the community, to use its resources (human as well as non-human) to strengthen the education of children and to secure its willing cooperation as an equal partner in

education process. To achieve these ends, TEIs can formulate a rich programme of multi-faceted and engaging activities under community work.

9.0 Conclusion :

Teacher educators are well aware of the fact that secondary stage PSTE curricula need to be revisited and updated from time to time so that they continue to be perceived as socially responsive and eminently relevant in the context of school education system. Whenever these curricula are renewed, efforts must be made to address the issues that have cropped up in teacher education (e.g. these mentioned in Section 2.6) and also the new concerns that have come centre-stage after the last curriculum renewal (see Section 3.0). In order to achieve these objectives, teacher educators need to initiate and participate in the discourse for quality improvement of teacher education. They also need to arrive at consensual decisions and initiate collective action for updating curricula and making them more and more professional. All decisions related to periodic curriculum renewal should be based on academic merits of proposals received. It would be worthwhile to remember that inertia and the urge to maintain the status-quo have never promoted quality improvement. In fact, pursuit of excellence should be the goal for teacher education and teacher educators would do well to dedicate themselves afresh to the pursuit of this goal.

Post-coursework internship is another measure that teacher educators need to support across the board in order to raise the professional rigour of the B.Ed programme. Ideally, at the end of post-coursework internship, a student must be able to function as a regular teacher by oneself in a school. Learning experiences during post-coursework internship should, therefore, be geared to this end.

In view of university autonomy in formulating curricula for secondary stage PSTE, it is time that teacher educators decided to work as professional think-tank and transform secondary stage PSTE and education of teacher educators into truly professional programmes. The curricula of prestigious

business schools that are updated almost every year offer an excellent model for teacher education institutions to follow. NCTE would like to support teacher educators to play a lead role in transforming secondary stage teacher education so that it becomes a professionally sound endeavour. One hopes that this draft approach paper from the NCTE would play the role of a catalyst input in updating and professionalizing secondary stage PSTE curricula all over the country in near future.

